JUNIOR DEPARTMENT ORGANIZATION AND ADMINISTRATION

IDA M. KOONTZ

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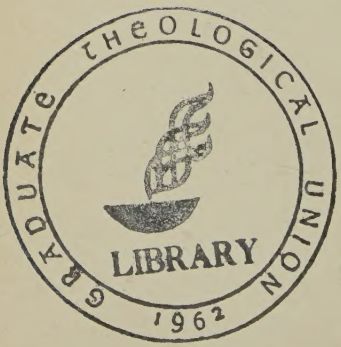
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JUNIOR DEPARTMENT ORGANIZATION AND ADMINISTRATION

BY

IDA M. KOONTZ

A Textbook in the Standard Course in Teacher Training Outlined and Approved by the Sunday School Council of Evangelical Denominations

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Third Year Specialization Series

Pacific School of Religion Berkeley, Calif.

Printed for
The Teacher Training Publishing Association
By
The Otterbein Press
Dayton, Ohio

TM33
K837

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Printed in the United States of America

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Sunday School Council Standard Course in Teacher Training

THIRD YEAR—SPECIALIZATION.

Beginners and Primary Units.
Nos. 1 and 3 separate for each department.

	Periods
1. Specialized Child Study (Beginners and Primary age)	10
2. Stories and Story Telling	10
3. Beginners and Primary Methods, Including Practice Teaching and Observation	20
	40

Junior Units

1. Specialized Child Study (Junior age)	10
2. Christian Conduct for Juniors	10
3. Junior Teaching Materials and Methods	10
4. Junior Department Organization and Administration.	10
	40

Intermediate, Senior, and Young People's Units
Separate for each department.

1. Study of the Pupil	10
2. Agencies of Religious Education	10
3. Teaching Materials and Methods	10
4. Organization and Administration of the Department	10
	40

General Course on Adolescence. Same subjects as above but covering the entire period, ages 13-24, in each unit.

Adult Units

1. Psychology of Adult Life	10
2. The Religious Education of Adults	10
3. Principles of Christian Service	10
4. Organization and Administration of the Adult Department	10
	40

Administrative Units

1. Outline History of Religious Education	10
2. The Educational Task of the Local Church	10
3. The Curriculum of Religious Education	10
4. Problems of Sunday School Management	10
	40

Full information regarding any of these units will be furnished by denominational publishers on application.

EDITOR'S INTRODUCTION

SPECIALIZATION COURSES IN TEACHER TRAINING

In religious education, as in other fields of constructive endeavor, specialized training is today a badge of fitness for service. Effective leadership presupposes special training. For teachers and administrative officers in the Church school a thorough preparation and proper personal equipment have become indispensable by reason of the rapid development of the Sunday-school curriculum, which has resulted in the widespread introduction and use of graded courses, in the rapid extension of departmental organization and in greatly improved methods of teaching.

Present-day standards and courses in teacher training give evidence of a determination on the part of the religious educational forces of North America to provide an adequate training literature, that is, properly graded and sufficiently thorough courses and textbooks to meet the growing need for specialized training in this field. Popular as well as professional interest in the matter is reflected in the constantly increasing number of training institutes, community and summer training schools, and college chairs and departments of religious education. Hundreds of thousands of young people and

adults, distributed among all the Protestant Evangelical churches and throughout every State and Province, are engaged in serious study, in many cases including supervised practice teaching, with a view to preparing for service as leaders and teachers of religion or of increasing their efficiency in the work in which they are already engaged.

Most of these students and student teachers are pursuing some portion of the Standard Course of Teacher Training prepared in outline by the Sunday School Council of Evangelical Denominations for all the Protestant churches in the United States and Canada. This course calls for a minimum of one hundred and twenty lesson periods including in fair educational proportion the following subjects:

(a) A survey of Bible material, with special reference to the teaching values of the Bible as meeting the needs of the pupil in successive periods of his development.
(b) A study of the pupil in the varied stages of his growing life.
(c) The work and methods of the teacher.
(d) The Sunday school and its organization and management.

The course is intended to cover three years with a minimum of forty lesson periods for each year.

Following two years of more general study, provision for specialization is made in the third year, with separate studies for Administrative Officers, and for teachers of each of the following age groups: Beginners (under 6); Primary (6-8); Junior (9-11);

Intermediate (12-14); Senior (15-17); Young People (18-24) and Adults (over 24). A general course on Adolescence covering more briefly the whole period (13-24) is also provided. Thus the Third Year Specialization, of which this textbook is one unit, provides for nine separate courses of forty lesson periods each.

Which of these nine courses is to be pursued by any student or group of students will be determined by the particular place each expects to fill as teacher, supervisor or administrative officer in the Church school. Teachers of Junior pupils will study the four units devoted to the Junior Department. Teachers of young people's classes will choose between the general course on Adolescence or the course on Later Adolescence. Superintendents and general officers in the school will study the four Administrative units. Many will pursue several courses in successive years, thus adding to their specialized equipment each year. On page four of this volume will be found a complete outline of the Specialization Courses arranged by departments.

A program of intensive training as complete as that outlined by the Sunday School Council necessarily involves the preparation and publication of an equally complete series of textbooks covering no less than thirty-six separate units. Comparatively few of the denominations represented in the Sunday School Council are able independently to undertake so large a program of textbook production. It was natural, therefore, that the denominations which to-

gether had determined the general outlines of the Standard Course should likewise cooperate in the production of the required textbooks. Such cooperation, moreover, was necessary in order to command the best available talent for this important task, and in order to insure the success of the total enterprise. Thus it came about that the denominations represented in the Sunday School Council, with a few exceptions, united in the syndicate production of the entire series of Specialization units for the Third Year.

A little more than two years have been required for the selection of writers, for the careful advance coordination of their several tasks and for the actual production of the first textbooks. A substantial number of these are now available. They will be followed in rapid succession by others until the entire series for each of the nine courses is completed.

The preparation of these textbooks has proceeded under the supervision of an editorial committee representing all the cooperating denominations. The publishing arrangements have been made by a similar committee of denominational publishers likewise representing all the cooperating churches. Together the Editors, Educational Secretaries and Publishers have organized themselves into a voluntary association for the carrying out of this particular task, under the name *Teacher Training Publishing Association.* The actual publication of the separate textbook units is done by the various denominational Publishing Houses in accordance with assignments

made by the Publishers' Committee of the Association. The enterprise as a whole represents one of the largest and most significant ventures which has thus far been undertaken in the field of interdenominational cooperation in religious education. The textbooks included in this series, while intended primarily for teacher-training classes in local churches and Sunday schools, are admirably suited for use in interdenominational and community classes and training schools.

This volume, entitled Junior Department Organization and Administration, is one of the four units prepared for teachers of children, nine to eleven or twelve years of age. The others are *Child Study, Christian Conduct for Juniors,* and *Junior Teaching Materials and Methods.* It deals with matters which in actual practice are the chief concern of the superintendent. But all junior teachers would be better qualified to participate intelligently and sympathetically in the affairs of the department, and therefore able to do better work as teachers if they would study this book carefully. Its value for the junior superintendent is unquestioned. It is therefore, recommended for use in any junior section of a teacher training class.

For the Teacher Training Publishing Association.

HENRY H. MEYER,
Chairman, Editorial Committee.
W. O. FRIES,
Editor Sunday-School Literature.

CHAPTER I

DEPARTMENT ORGANIZATION

"What is organization but the connection of parts in and for a whole, so that, each part is, at once, end and means."—Coleridge.

"To train in worship is to fit lives for genuine usefulness."—Stowell, in *Story Worship Programs for the Church School Year.*

"Education is the leading of a life, through the development of its own powers and by the discovery of self, of fellow-beings and the universe, into the highest possible personal character and into perfect adjustment to and service in the world. The immediate aim of the Sunday school is the Christ-like service and character, the development of the growing life religiously, spiritually, into true character and worthy service."—Cope, in *The Modern Sunday School in Principle and Practice.*

"It is exceedingly important that we begin at the very beginning to utilize instincts that are naturally directed toward cooperation with others to form ideals that look toward types of cooperative behavior, to establish habits of friendship, and justice, and cooperative deliberation upon the results of different ways of acting with a view to choosing the behavior that promotes best the common good."—Hartshorne, in *Childhood and Character.*

The Junior Department

The Junior Department is one of the organized units within the complete organization known as the Sunday or Church school; it may be thought of

as an organized group of classes composed of junior grades with a supervisor and such other officers as may be necessary.

In speaking of life growth or development we use the term "later childhood" to designate a period that is very different from all other periods of life—a period in the individual's life so different physically intellectually and socially that we must give him separate training and instruction if we would have him become all that is possible in moral and spiritual character.

In all properly organized church schools first thought is given to the three very definite periods of life—viz., childhood, youth and maturity. These represent three very distinct groups in the school. But a closer study of the pupil reveals possibilities and limitations that make evident the necessity of sub-dividing these three main divisions, so that we have the periods of infancy, early childhood, later childhood, etc., each organized as a separate group with a distinct program.

In this study let us think of the Junior Department as a distinct organized unit with a distinct purpose, yet fitting into a larger and more complete organization in a way that perfects that whole. In a subsequent paragraph the relation of this unit to other units in the organization and to the school as a whole will be discussed.

A Place for Worship and Training in Worship.—One main purpose of the Junior Department is to

provide an opportunity for worship and training in worship for the boys and girls as a group. Unless these pupils attend the church services or are connected with some other religious organization this is the one opportunity they will have to engage in public worship. Since boys and girls of this last period of childhood are capable of self-expression in worship and since habits, favorable or adverse, are being formed, definite training in worship must be a main purpose of this particular department.

An Educational Institution.—All our lives we have been familiar with the general idea Sunday school. It may be we have never analyzed the real purpose of the "School of the Church," or one of its departments. If it is a school it has teachers and pupils and so must be an educational institution whose business it is to teach Christian truth (specific Christian truth as it pertains to the junior or any of the other departments), develop Christian character and train its pupils in Christian cooperation in the Kingdom of God. A teaching force in the Junior Department presupposes a fair knowledge of Christian truth (including the specific truth); of pedagogy; of child study; and of an appropriate program of Christian and social service. A body of pupils presupposes proper grading, classification, material facilities, and a definite time for school sessions. These together presuppose a supervisor or superintendent who has a definite aim for each pupil and for the department as a whole for which they are striving. And since this department is a part of an

educational institution it must never lose sight o
the fact that its main purpose will be accomplishe
through teaching.

A Place for Social Cooperation.—The trite peda
gogical saying, "There is no impression without ex
pression," is so true that unless the teacher pro
vides a way for her pupils to learn through moto
response they will have learned nothing. The da
is past when our pupils shall remain passive in th
presence of religious ideals. If we would have ther
become Christian men and women actively engage
in doing the work of a Christian democracy the
we must see that as boys and girls they are engage
in realizing these religious ideals in constructiv
social endeavor. To make this possible we mus
furnish these boys and girls with an environmen
that will stimulate them to act. Grant that th
junior pupil is capable of forming habits of love
loyalty, right choices, unselfish cooperation in soci
service, and he is, then we must supply the enviro
ment that will cause him to react in that way. Pro
fessor Hugh Hartshorne says, "We may find our
selves as teachers frequently obliged to be a Chris
tian community for the child, and to provide in ou
own persons a constant source of stimulation for th
sort of action we desire to have become habitual i
those whom we teach." *

* Hugh Hartshorne, in *"Childhood and Character,"* The Pi
grim Press, Publishers.

The Department Group

The Junior Department is an organized group in the church's educational institution. Whether in public education, in home education or in religious education, the laws are the same. If you would educate a child you must follow the laws of child nature. Whether the child lives in the country, in the village or town, or in the city, the laws of his nature are the same. It is the business of the school that undertakes to educate the children religiously to discover these laws, then adapt its organization and method to the laws of the life of the child.

Grading.—In your previous study of the child you found that a certain period of life development is named "later childhood," because in contrast to children of other periods, there is a marked difference in the child's physical make-up, in the interests that predominate, in the way he does things, and in his powers. When making a careful study of the children of the range of years included in this period you discover also a wide difference in limitations, ability, interests, social groupings, etc. This last fact is the sole reason for grading the pupils of a department. Nature has already graded them. Custom has graded them. The public school has graded them. All the church school needs to do is to discover this gradation. Grading should never be mechanical. The basis of grading must be in the life of the pupil. His age, his attainment, his interests, his social group, his public school grade and his physical development must each be considered.

"Pupils of nine, ten, eleven, twelve (twelve o tional) years of age grouped into classes or a d partment, according to age, sex, interest, and abi ity" is a point in the Junior Department Standard adopted by practically all denominations. Appro imately this will include pupils of fourth, fifth, sixt and seventh (seventh optional) grades. When u dertaking to grade an ungraded department it wi be wise to allow ample time to get necessary da like names and addresses of pupils, age, date birthday, public school grade, and any other iten such as physical growth, social grouping, long a sence from Sunday school, and any mark of a normality or precociousness. Using this data, will not be difficult to list your group into grade then classify. Changes that will be best for i dividual pupils may be made later. The education value of proper grouping should not be lost sig of while grading and classifying pupils.

Classification.—Correctly speaking, classificati is also a part of grading. If the department large there will be two or more classes for ea grade. First, because each teacher, to do goo work, should have no more than five to seven pupi Second, because there may be considerable diffe erence in interests. It is customary, in the Juni Department of the Sunday school, to have separa classes for the sexes. Such classification mak possible more homogeneous groups than if boys a

*The Sunday School Council of Evangelical Denominatio 1916 *Minutes.*

girls of the same grade were grouped together. However, in the very small school the needs of the pupil are met more perfectly by classifying the sexes together under eleven rather than classifying them separately with a wide range of grades or ages in one class.

Officers of the Department

1. **The Superintendent.**—In the very small school where leaders are few, the department superintendent or supervisor may be one of the teachers of the department. In the large department where complete separation is possible it will require all the time and ability of one person to supervise. The individual selected for this position should be one who has a general perspective of the place of the department as a part of a program that continues through life from the very beginning. She must see its possibilities in the lives of the pupils and comprehend the workings of an efficient organization to carry out that part of the program as well as being able to enlist the interests of and inspire all pupils, teachers and officers; and to cooperate harmoniously with all other department leaders and general officers of the church school. The superintendent should help select the teachers, should supervise the teaching and should conduct all department conferences. One of her chief concerns should be to inspire the teachers to be their very best. If the superintendent expects her teachers to fit themselves for their great work they will meet

her expectations, for "People are usually up to the mark set for them." The superintendent secures the proper working materials and the proper working conditions for the department. She plans the programs for the Sunday sessions and usually has charge of them. She helps solve unusual problems of discipline, she looks into the cause of absences and suggests ways of bringing about home cooperation. She guides also in the selection of departmental activities. In schools where there is a general enrollment secretary for the entire school this official should give the pupils of the junior age into the hands of the department superintendent who, in turn, places them in the proper classes.

2. **The Secretary.**—It is very necessary that the individual who accepts the position of secretary of the department should be one who loves to "keep books," and who is willing to pay great regard to detail. The chief duty of the secretary is to keep a correct roll of the department. This roll may be kept in book or card form and should contain as much data concerning each pupil as will be needed for present and future references in his relation to the church, and his own progress. Name, address, age, date of birthday, public school grade, Sunday school grade and class, church membership, and parents' names and church affiliations are useful items of information. Removals and promotions should be listed by placing cards in separate files or by an appropriate entry statement. A separate book or file should be kept of pupil's yearly credits

Some denominations have adopted a system of credits that may be kept in card files. These records should be kept as part of the school's permanent records. The department secretary will gather the class reports and record items of attendance, absence, individual and class recognition, etc., on a blackboard hung for that purpose in a conspicuous part of the room. She will also send such items to the general secretary as may be required from the department. When teachers and superintendents desire, the secretary will assist in looking up absentees and prospective pupils.

3. **Musician.**—Whatever instrument of music may be used, the one who plays should be quick to understand the superintendent's desires and should be willing to comply with them that the very best results may be obtained in worship. It would be a happy situation if the department could always have a proficient musician—one who really understands how to play with expression. When this office is filled great regard should be paid to proficiency as well as to a willingness to cooperate. The instrument and its player can be made to supply a great need in the department in harmonizing all activities.

4. **The Chorister.**—Likewise, the leader of song should be alert in interpreting the superintendent's desires. She should be able to cooperate harmoniously with the musician and should not only be willing to use songs and hymns selected by the superintendent but should understand why those selections are the very best to accomplish the pur-

pose of the department worship. She should also understand children's voices and lead them to sing in a proper tone of voice.

RELATION TO OTHER DEPARTMENTS

The Junior Department occupies a place among other departments in carrying forward the program of the entire school in the interests of individual pupils. The school meets each pupil's needs to the extent that each department does its full share. The work of the Junior Department is necessarily built upon the foundation laid by the Cradle Roll, Beginners' and Primary departments. Likewise, its work forms the basis for development in the Intermediate Department. It is necessary therefore for the superintendent and teachers to be familiar with the materials and plans used and the aims reached by the departments whose work precedes theirs. It is also desirable that no share of the department's work be left undone, thus hindering the progress to be made in the Intermediate Department. The workers of these two departments may wisely cooperate in carrying over into the Intermediate Department those projects and ideals introduced in the Junior Department because of certain awakened interests and there intensify them to the extent that such interests are keener—for instance, organized social cooperation with physical activity as its immediate end; the introduction of a greater number of worthy characters in Bible literature and history for hero-worship; and a teaching force with high

ideals, sympathetic toleration, and a willingness to be companions. With such close cooperation among the departments it will be possible to keep the pupil's interest in and love for the church at a high mark, and will lessen the danger of losing them. The Junior Department with every other department bears a close relation to the Educational Committee and the Director of Religious Education and should be ready at all times to cooperate in carrying out general policies. It shares equally with other departments in the Educational Council of the church.

Questions

1. What is the basis of departmental organization?
2. What are the three chief purposes for which the Junior Department is organized? Under what conditions may these aims be realized?
3. What laws control the education of boys and girls?
4. Why is it best not to base grading of the pupils upon age alone?
5. What principle is involved in grading and classifying pupils?
6. Why should the pupils' social relations be considered when grading for the Sunday school and not the public school?
7. What does classification mean?
8. Why should classes in the Junior Department be small?

9. What officers are necessary in a Junior Department of seventy-five? In a Junior Department of thirty? In a Junior Department of ten?

10. What are the various duties of a department superintendent?

11. When is a department secretary necessary and what are the duties of the office?

12. What reasons can you give for having chorister and musician work in perfect harmony with the superintendent?

13. Why is close cooperation between the Junior Department and the Primary Department wise? Between the Junior and Intermediate departments?

14. What relations do the workers of the Junior Department bear to the Educational Committee of the church? To the Director of Religious Education? To the Educational Council?

PROBLEMS FOR DISCUSSION

A. The best form of organization for meeting the needs of the small group in the small school.

B. Procedure in organizing a Junior Department in a school where such organization has never existed.

C. The rights and privileges of a junior superintendent where there is no well organized general plan for the school as a whole.

CHAPTER II

ORGANIZATION OF JUNIOR LIFE

"With adolescence comes increasing capacity and need for organization of personality. From nine to twelve, this organization can only be approached. But so far as organization of life in terms of the Christian purpose is possible, this must be achieved. Fundamental to the subsequent unifying of personality is the formation of correct habits of thought and conduct and feeling now. Many such habits have already been formed. There are many left, the need for which arises out of the far broader fellowship of the boys and girls."—Hugh Hartshorne in *Childhood and Character*.

Status of the Group

The boys and girls who compose the group for which the Junior Department of the Sunday school is organized, though belonging to the period of growth known as later childhood, are necessarily pupils who have attained different degrees of development. The nine-year-olds are more or less individualistic. Habits of faithfulness, carefulness, accurateness, etc., in respect to individual tasks must be strengthened before they can be depended upon to be of service to the group, either in competition with other groups or in cooperation with the whole department. There are other pupils who prefer to work with the group who have already formed habits of cooperation and loyalty and who find joy in common enterprises for the larger good.

Between these two groups is another, the members of which need to have their individual habits strengthened and at the same time wise direction for budding instincts, which when more fully developed will make them social in all their motives.

The plan of procedure for the Junior Department then, must be one that will give opportunity for the formation of correct habits of thought and conduct and feeling that are needed by each individual because of the far broader social life in which he finds himself. Junior children are conscious of their growing powers and so welcome an opportunity to exercise the same. Under guidance the older ones will accept responsibilities and will not fail in discharging even very important duties when they are not beyond their ability to perform. Since these have already formed habits that make them dependable in a measure, the superintendent may find it possible to engage the whole department in definite enterprises by using the older members for the more responsible share of the work, while the younger who have not yet left off their individual traits for social ones, but who are spurred to action upon seeing others do things, will share in the task by imitating the older ones. Their motives may not be social, but motives, together with development in harmonious cooperation, will come by frequent and pleasureable participation with others.

During the period of later childhood there is a great tendency in boys and girls to seek the companionship of those of their own age. The boys

segregate in gangs or clubs; and the girls in clubs or societies with restricted membership. Each group has its own code of ethics; there is a strong tendency to secretiveness; and there is great loyalty to the group. A careful study of such groups shows that they come into existence chiefly for three purposes: (1) a desire for physical activity; (2) love of adventure; and (3) the interest of getting results which count. These groups are spontaneously formed and usually among pupils of the same public school or among the children of the same neighborhood.

There is also a keen respect for just authority by those who have a right to rule, and reverence for law, especially the law of their own gang or club. Waddle * in speaking of this later childhood period says, "Regard for law and for enforcement of law greatly increase, but the laws of our complex adult civilization never rest more lightly on the shoulders of the child than at the close of this period and the beginning of the next period."

Department superintendents and teachers must understand these natural tendencies of boys and girls that they may give them careful direction. They must be wise enough to guide the children in making suitable laws for their own group and helping to enforce them. Their sense of justice leads them to be fair in their decisions. If children are allowed freedom of choice under wise direction and

* *Introduction of Child Psychology*, page 139.

suggestion they will gradually gain power to choose the right when wrong is present. If self-mastery is gained during this earlier period, it will serve as a steadier when the individual comes to that next period when there is a tendency to throw off the whole yoke of authority. Care must be taken to use the gang that already exists. For instance, in a certain neighborhood in which several of the boys live there exists a gang in which these boys belong. The teacher learns through their conversation among themselves of some misdemeanors they are planning to perpetrate in that neighborhood. Her effort should not be to break up the gang, but to lead these few members of the gang through her teaching to desire to do an entirely opposite deed, one that will result in good to the very party against whom evil was intended. All natural tendencies, dominant or budding instincts present during the later period of childhood should be utilized in carrying forward department activities and enterprises that make for character building.

PLANS OF WORK DISCUSSED

In some regions boys and girls develop more rapidly than in other regions. When the formation of the junior group is based upon age we find groups in one section more advanced in development than in other sections. Because of this the leaders must necessarily determine the plan of work best adapted to their particular department. Junior pupils may be greatly handicapped in their growth and a num-

ber of years of future pleasure may be marred by leaders introducing prematurely methods of work that are proper only for older pupils. On the other hand, leaders who fail to recognize budding instincts, fail also to provide an environment where such instincts may be stimulated and guided when stimulation and guidance are most vital. To adopt any plan without consideration of the particular group with which the superintendent is connected would be a serious mistake and would naturally result in a lack of interest on the part of the pupils as well as failure to accomplish the real purpose for which the organized department exists.

TYPES OF ORGANIZATION

The type of organization by means of which Christian character may best develop in the pupils of the Junior Department is a mooted question, each having its advocates.

1. **The Organized Class.**—Not a few workers with boys and girls think class organization is the plan of work most conducive to right character building. These leaders, however, do not advocate the organization of the youngest group who have but recently come from the Primary Department where they were thought of as belonging to the period of middle childhood. They are in a transition period and must become adjusted to an entirely new environment where they are no longer the *leaders*, but the *youngest* in the department, yet they are rapidly learning by copying the behavior of the

older ones. This group perhaps should be entrusted with no more than their individual tasks which are largely new. The teacher will do the things that in older groups the pupil-officers do.

The plan for the classes which are made up of pupils who are ten, eleven and twelve, is to have a simple organization with but three officers—president, secretary and treasurer. There should be no attempt to foist upon these boys and girls a grown-up organization with complex offices and committees with their respective duties. At the beginning of the school year, early in October, this simple plan of organization should be explained to the boys and girls. The explanation should include eligibility to office. Since the election for the first quarter occurs at the beginning of the school year there can be no real basis for eligibility, but officers will be chosen by ballot of the class. For each succeeding quarter the president may be the one who has earned the highest number of class credits, for how can one urge the accomplishing of certain tasks he himself does not perform. The secretary must be one who is always punctual and regular in attendance and the treasurer, likewise, should be a regular attendant and one who has earned approval in the neatness and completeness of his work book.

a. **The President.**—The duties of the president of the class are to keep a record of the credits of each member of the class; to ascertain the class credits and report the same when called for; to maintain the honor of the class by urging faithfulness in

every respect by the class members; and be alert in discovering ways the class group may promote department interests.

b. **The Secretary.**—The duties of the secretary are to keep a record of the attendance and punctuality of each class member in a book kept for that purpose; to call over the telephone, to see at school, to call in the home, or to write a card or letter to each absentee early in the week following the absence; to report the illness of a classmate to both teacher and superintendent as soon as he learns of it; and to urge regular and punctual attendance constantly. The secretary's record book should contain the names, addresses and telephone numbers of each member.

c. **The Treasurer.**—The treasurer will take the class offering and place it in an envelope provided for this purpose. The amount will be marked on the space provided on the envelope. He will also keep a record book where he may record the amount of each pupil's offering. If duplex envelopes are used, there will be two columns in the record book—one to record the gifts for the school and one the gifts for others. The treasurer should keep before the class members the need of giving something, but nothing should ever be said about the amount for one cent from some member may be more than twenty-five cents from another member. The class treasurers of each class will be those who carry the offering to the front at the time of the offering service.

2. **The Class with Committees.**—In speaking of making use of the energy the child has and of molding and directing tendencies which are hereditary the author of "*Psychology of Childhood*," says in reference to the gregarious instinct, "The fact that the schools, many of them, are so organized that this instinct is not given opportunity to work itself out in connection with the school work is the cause of much of the dissatisfaction with school in boys of eleven and twelve, as well as the cause of much of the dropping out from the sixth and seventh grades." * Likewise the standard of organization for the Junior Department of the Sunday school is not conducive to spontaneous group organization and where the group has been mechanically created it cannot be made to function in the same way that the "gang" functions. For this reason another group of workers with boys and girls consider it undesirable for the classes of the Junior Department to have officers. There is a conviction that such officers do not function from the urge of the instinct of self-government and that to use this method prematurely is to work a real injury in that it anticipates an instinct which is asserting itself in the period that follows, hence, the only type of organization favored from this viewpoint is the formation of committees which operate under the teacher and which concern themselves with activities which the class itself has agreed upon.

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* Norsworthy and Whitley. Used by permission of the Macmillan Company, Publishers.

The Class as a Group

Individual class groups should be engaged in activities that grow out of the pupils' definite needs of training for the time. The lesson material, the manual work, the social activities, and even the teachers' methods will be determined by these needs, for the teacher must seek constantly to give the children opportunity for initiative, for choice and decision, for bearing greater responsibility, for physical activity and for social expression. Opportunity should be given for class group activities, sometimes in competition and more often in co-operation with other class groups. All large Christian enterprises undertaken by the department should be planned for class group participation.

The Superintendent and the Small Group

The superintendent must have a perspective as broad as the Kingdom of God. She must see God's Kingdom as the arena of action for her department as a whole, and then see the relation of each group as living properly in this kingdom for this kingdom, through the department. She sees the needs of these boys and girls as they live their individual lives in the midst of a social group. They must learn to live with and for others. How can she use the social instinct within them to prepare them for social living? She may bring certain matters before the class officers or class committees or representatives for their consideration and action. For instance, there is need of a new rule respecting de-

partment orderliness. She presents the situation and leads them to see the need of a rule and allows them to propose it, to word it, and finally to adopt it. In some cases one of their number may be chosen to present it to the department for approval and adoption. When the classes through their representatives have some part in the initiation, the wording and the adoption of rules they are more willing to keep them.

Class officers, or class representatives should be allowed to suggest improvements in the department. When such suggestions result in rules adopted by the department they should be binding for officers and teachers as well as for pupils. Such rules may refer to punctuality, proper participation in the program, orderliness of room and many other things. Any law may be repealed when it is found to be a hindrance rather than a help, but never without the consent of the department as a whole. Because juniors have such a keen sense of justice you will find their judgments good when given sufficient reasons pro and con.

The superintendent should delegate special privileges to the group or groups who are to graduate from the junior course at the end of the year. They may be asked to bear greater responsibilities than those of less experience. They may serve as ushers and door keepers. They may help plan and carry out details of an exhibit, serve on the reception committee when the parents of the children of the department are entertained. They may make certain

announcements and be the department choir for at least part of the year.

Questions

1. Give a brief résumé of the characteristics of the "later childhood" period.
2. Why must the characteristics of a period of growth be considered when determining a plan of work for a group of that period?
3. Why should the superintendent of the Junior Department make use of the energy, hereditary impulses and instincts in the child?
4. What has locality to do with the determining of the plan of work for a junior group?
5. What is the purpose of the simple organizations the boys and girls of the "later childhood" period sometimes form?
6. May this same instinct be utilized for good in the Junior Department? If so, how?
7. What form of class organization, if any, is appropriate for the junior grades?
8. What other type of organization is advocated by workers with boys and girls? Why?

Problem for Discussion

A. The results evident in the lives of boys and girls when the "gang" instinct is ignored or hindered as compared with the proper direction of this instinct.

CHAPTER III

TEACHERS

"History shows us no perfect men, no faultless teachers, bu. through the ages the eternal God has spoken to human hearts and revealed truth. He still speaks. He can—through you."—Slattery, in *Talks with the Training Class.*

The selection of teachers for the department should be made by the department superintendent conjointly with the Educational Committee or such other officer or officers as have supervision of the training and teaching in the school. Teachers should be appointed with a definite understanding that at the end of the year their term of service expires unless reappointed, or it may be understood that when a teacher is not capable of doing the work satisfactorily she may be released and another given her place. Even though most teaching is voluntary the teacher must remember that the pupils' good is of primary concern.

Unless a teacher has been thoroughly trained and has had practice in teaching various grades so that she knows where she can do the best work she may be permitted to teach each grade within the bounds of the department. First, because this will give her a knowledge of the entire course, thus preparing her for more practical work and, second, because it may be discovered that she has more aptitude for

teaching one grade than for teaching the others. After having such experience it is best not to promote a teacher with her grade. She and they may be loathe to change their relations, yet a teacher can become proficient only when she does intensive training in the same grade. Moreover, if teachers are up to the standard, it is better for three or four teachers to work with a child during a department course than one teacher. Naturally more stimulation of action will result from three than from one character.

As regards the sex of the teacher for classes of the junior grades H. F. Cope says, "Women may well, indeed, for many reasons, best teach all up to the beginning of the period of adolescence, say up to thirteen or fourteen. The nature of the child is best met by that of the feminine and maternal being."* When it is possible to get a capable and well-trained man for each boys' class many prefer to do so, but if it is a question between sex and the "really successful teacher," then the latter should be chosen every time.

Natural Fitness.—Men and women who teach boys and girls should have a natural fitness for the task. An individual who does not have patience with the "later childhood" period, who is not sympathetic, who is not willing to enter with the boys and girls, into their chief interests can have little influence with them; for junior pupils are a "class

*H. F. Cope, *The Modern Sunday School and Its Present Day Task*, Revell Company, Publishers.

unto themselves." They have no part with their "elders" for their interests and desires are entirely on the outside; and as for the "babies," (middle childhood and under) except for protection, there is simply no tolerance of their presence. Boys and girls must be taken as they are. Teachers must be selected to fit. "As the character may be formed largely by suggestion and imitation, the surrounding personalities must still provide the fitting material for the spontaneous expression of the child's highest self. Consistency, as well as correctness of example, is of the highest importance. Children soon see the discrepancy between the teaching and the actions of the other people, and as this is a gap which needs closing in their own lives, it is well to present the example of 'applied ethics' before 'creeds,'" says Norsworthy and Whitley. * The true teacher will meet the pupils' daily need of adult companionship. This will be partly in person and partly in imagination.

Then, too, junior teachers should be resourceful. They are "tried" from every possible point by the bright boy or girl, and unless they are clever enough to meet the boys and girls on their own ground they will have short terms of service in the department. It is necessary for the teacher of junior pupils to possess enough ingenuity to make things interesting from the beginning to the close of the session

* Norsworthy and Whitley, *Psychology of Childhood*. Used by permission of the Macmillan Company, Publishers.

and to hold such interest through the six days that intervene.

Religious Experience.—Too great emphasis cannot be placed upon the teacher's need of a religious experience. For how can a teacher teach "The Way" unless she herself clearly knows "The Way"; how can she be a "correct example" unless she is a careful follower of the Lord Jesus; how can she hope to teach and train them properly unless she "lives and worships and works in harmony with all that is desired for them"?

Training.—A real teacher desires to be trained for her work. If she is in earnest she will devote both time and pains to secure the very best training. She will take the most inclusive course comprising observation and practice work and she will continue her training by wide reading on related subjects. She will do her best to acquire a general knowledge of the pupil, a thorough acquaintance with the teaching material, and the best methods of training. She will make careful observations of class and department organizations together with bases for these; secure a specific knowledge of the individual pupils she is teaching; and attain a keen sense of the kind of environment she should furnish for their development as partakers in the Kingdom of God.

Duties.—The teacher is the key to the whole situation in any department. It is only as the teacher cooperates with the superintendent and other officers that a proper program of instruction and training can be carried out. "As does the teacher so

does the pupil" might well be stated as an axiom of the department. The superintendent of the department must hold the teacher responsible for the successful administration of the instruction, worship and service of her class.

The teacher has a varied and keen responsibility as related to the individual pupil. If she meets every expectation—in character, in achievement, in personal appearance, in work, in play, etc., her word will become more than law and her example will be carefully imitated. It is then she may lead each as she will.

The teacher must also reckon with the class group. In so far as she allows herself to be the pivotal center of this group it functions properly. When she fails it weakens the whole department.

1. **In Group Activities.**—If you stop to watch the free behavior of boys and girls in this period you will see a combination of keen competition and cooperation. Kirkpatrick speaks of it as "competitive socialization," when "the sharp corners of individuality are to a considerable extent rubbed off or suppressed, and the individual is made to conform to the rule of social life." *

Rivalry is good for children. Seeing another do something naturally makes the boy or girl desire to excell in that thing. In this way they learn their capacities and limitations. If the teacher can provide situations where there is cooperation for competitive activities she is tolerated as a leader of the

* Kirkpatrick, *Individual in the Making*, page 166.

group—in fact they delight in her as their leader just as long as she can furnish opportunities for them to be together to engage in activities for some common end. Otherwise they rather follow the leadership of one of their own group who can plan such opportunities. Whatever the life situations the teacher may plan they will grow out of class instruction, or they will be that particular group's proper share of the activities planned by the department as a whole in community or kingdom service. Other activities will grow out of their need of social companionship and will be planned around some particular interest of that stage of development, whether fifth, sixth, or any other grade.

2. **In Discipline.**—There naturally will occur problems of discipline that will be solved by the class to which the culprit belongs. For the class to decide a matter of this kind is valuable both to the class in training, and to the misbehaved, in being judged by a social group. For instance, Darel annoyed the other members of his class by whispering, by writing notes, by showing them tricks, etc., to detract attention from the lesson. He was dealt with kindly and patiently for a time. He still persisted whereupon the class decided that the good of the group must have first consideration. If he could not remain in the group without destroying its purpose, and without selfishly claiming all attention he must be suspended until such time as he could honor the rights of the group. The result was that Darel came back the next Sunday and entered

heartily into the harmony of the group. Sometimes the misconduct of pupils involves the whole department as much as the class to which the misbehaved belongs. The results of such conduct should be stated to the whole department and time allowed for consideration and judgment. The pupils themselves should decide what must be done when these offenses are repeated. In all cases of this kind the teachers' share will be to state reasons from which the pupils may form judgments.

As a Real Leader.—After all, the teacher is the power that guides the thinking, creates the motives and leads the pupils to proper decisions and actions. Of course she must never dictate. She must not even seem to be guiding their thoughts or creating their motives, yet all the time she must do this very thing. Children are children. They are incapable of careful reasoning, even right choosing without very careful guidance, and plenty of encouragement in initiative. Besides, their knowledge is limited and they must have a fair chance to know before they can be expected to do. But the teacher who is willing to shoulder more work by supervising inexperienced pupils with limited knowledge, limited reasoning powers, and limited motives for right choosing, instead of doing everything herself, has the privilege of being a leader in the true sense of the word and will find her reward in splendid Christian character in the pupils she leads.

4. **In Relation to the Home.**—The home and the school will cooperate in the interests of the child's

religious training only to the extent that the teacher sympathetically invites or makes possible such co-operation. If the teacher visits the home and seeks to know the child in all his connections throughout the week, and shows a sincere love for and interest in the child she usually wins the parents' confidence and makes possible the exchange of ideas, desires, and definite plans, out of which may grow harmonious cooperation with vital results in the child's character growth.

DEPARTMENT WORKERS' CONFERENCE

Very fortunate are those teachers and officers who find it possible to meet in weekly conference in the interest of the work of their department. Such a plan would insure prepared teachers and a thorough understanding of the department's program, and what it is meant to accomplish in the lives of the pupils.

Conference Program.—There are so many things that may be done in a workers' conference that the group of workers themselves must be allowed to select the time and place for its sessions. There must be a careful discussion of the department aims with such frequency as to assure a thorough understanding on the part of every teacher. There should be careful discussions concerning the best methods of studying the individual pupil, and each teacher should be shown how to keep a note book with proper data about each pupil in her class. Teachers must be led to feel the importance of knowing the

child in his home, in his school, and in his play life, and so must understand something about calling in the homes with advantage to the child, to parent, and to teacher. There should be a careful consideration of lesson material including the aims of the courses, the aim of each lesson, the relation of the lesson aim to the course aim and the use of this material in bringing about desired conduct in the pupil's life.

The program for the Sunday session must be clarified for the teachers that they may enter into it understandingly and so direct their pupils aright; also that their pupils may be prepared with their responses, prayers and memory hymns. Here, too, all plans for week-day and other department activities must be thoroughly discussed and completed. It is in the workers' conference that the superintendent has opportunity to present the school's policies and make clear their part in carrying out these unified plans.

Regular Meetings.—When it is impossible for the department workers to meet weekly they should at least meet semi-monthly, or monthly, and at a set time and place that each one may be able to keep the date in mind and allow nothing to interfere with his or her presence at the meeting. When it is not possible to meet on a week night, as may be true in some communities, a Sunday afternoon may be very suitable. Some department workers may delight to give the time from four to six, on Sunday afternoon, then eat a box-lunch together and spend

the hour before the evening service in a happy social time. Teachers and workers in a department need an opportunity to become better acquainted in a social way.

Educational Council.—There will possibly be bimonthly or quarterly meetings of the Educational Council of the whole school when the officers and teachers of every department will be expected to attend. Here is where each department supervisor will report her work in full and will receive directions concerning general policies. This is the place also where the department will have the opportunity to present the claims of its pupils for improved conditions and the privilege of undertaking certain projects that may be desired.

There will be occasions when junior workers will need to confer with primary workers and again with the workers of the Intermediate Department. This will necessitate being invited to their conferences at certain times or of extending an invitation for them to meet in the junior conference.

QUESTIONS

1. What are a junior teacher's necessary qualifications?
2. What should be the standard in regard to the teacher's training?
3. How may a teacher know her pupils?
4. What are a teacher's duties in relation to department discipline?

5. How may a teacher earn her right as a real leader of her group?

6. Tell how you think a teacher may win co-operation of parents.

7. Should a superintendent of a large department (of thirty or more pupils) ever teach? Why?

8. As a teacher in a Junior Department, what would you expect to get from a department conference?

9. What advantages are gained by meeting regularly, rather than spasmodically, in department conferences?

PROBLEMS FOR DISCUSSION

A. Overcoming a shortage of teachers for the department.

B. The department conference in a rural community.

CHAPTER IV

ROOMS AND EQUIPMENT

"A Sunday-school environment should be suggestive of the best things, should inspire to effort, should present an ideal befitting those who are in it, and at the same time be such as to create an atmosphere of beauty and restfulness. If a place satisfies the inborn hunger for the beautiful, children and young people are apt to come to it, without being able always to give the reason for so doing. A spirit of order, goodwill and obedience grows in such an atmosphere."—Beard—In *Pictures in Religious Education.*

The Department Room

One of the duties of the superintendent or teacher of junior boys and girls is to plead their case before the trustees of the church, the building committee, or the parents. Public opinion must be created in favor of physical conditions that will make possible the nurture and growth of Christian character during the growing years. Children are impressionable material and the things that are included in the child's environment at the church school cause him to think of the brightness and beauty of the Christian life or drive him away from the church to satisfy elsewhere that "inborn hunger" for beauty and holiness.

Separation.—Since the three-fold purpose of the Junior Department, as well as that of the whole school, is to worship and to train in worship, to in-

struct, and to give opportunity for self-expression that Christian character may be developed we must create an environment that will make these things possible. To meet in the same room with pupils older or younger will make impossible the use of a proper program of worship for each group. The juniors need a room that may be used exclusively for them at the time of the church-school session. This room should have solid deadened walls with a corridor separating it from other rooms. The entrance should be from the rear or side near the rear and the general arrangement should be such that members of other departments need not pass through this department room to gain entrance to their rooms.

Lighting.—The junior room should be as cheerful as any room can be made. Above all, it should be well lighted. While direct sunshine in the room is always cheerful and purifies the air, it may be too dazzling if it shines upon the pupils while at work. Our chief danger however, in rooms that juniors usually occupy, is insufficient light. When we know that the mental effect of deficient light is accompanied by an actual physical effect, we should carefully guard against too little. Authorities say the lighting space should be from one-fourth to one-sixth the floor space and that it should come from the left or be admitted at such height as to cast an equal light about the pupil.

Ventilation.—It is said that the capacity of attention of the pupils is augmented at least one-fifth

in a room that has good ventilation, heating and lighting. When planning a junior room from fifteen to seventeen square feet of floor space should be allowed for each pupil. Provision should also be made for an enlarged attendance. If it is impossible to provide at least 2000 cubic feet of air for each pupil during the hour, then the room must have an artificial ventilating system that will provide from 25 to 30 cubic feet of fresh air per minute to each pupil. If you cannot have a workable ventilating system then supply the same amount through some adjustment of the windows, without producing draughts, and at a temperature of not less than 60° nor more than 68° Fahrenheit.

Freedom.—"The best Sunday-school teaching begins in rightly determining and organizing physical conditions," says H. F. Cope.* Given the right amount of light, good ventilation and proper temperature the pupil may still be hampered by discomfort, such as noise, due to an uncovered floor, swinging, creaking doors in plain view, uncomfortable seating, impaired furniture, a piano out of tune, disorderly arrangement of room or even unclean walls. To enjoy real freedom for growing such graces as are desirable in childhood there must be nothing to hamper, nothing to detract, nothing to mar the feeling of harmony, but everything to invite soul expression.

*H. F. Cope, *"Efficiency in the Sunday School,"* Doran Company, Publisher.

Simple Beauty.—A room where children live, even if but for an hour a week, should be characterized by simple beauty. The walls should have a dull finish of cream or light tan, the ceiling may be white. Walls should never be glaring because of the effect upon the eyes. They should not be dark because of the gloomy appearance they would give. The woodwork should be of a brown that will harmonize with the walls, or a dull white if necessary to make the room lighter. The furniture likewise should harmonize in color with the woodwork. Three or more wall pictures, depending largely upon proper wall space for hanging, should have a place in the junior room to add to the beautiful in environment, as well as for their teaching value. Hand colored or sepia copies of master-pieces appropriate for the junior pupils, framed to harmonize with the picture, are desirable. Gaudy chromos, like other ornate or gaudy things, have no place in a church-school room.

CLASS ROOMS

How fortunate are the pupils and teachers when a class room is provided for each class where they may be alone for the two lesson periods, where the teacher may feel perfectly secure from all interruptions, and where pupils feel greater freedom in expression.

Construction.—Class rooms may be built adjoining the assembly room or may be connected by a corridor. Each room must be built according to

the same general principles that determine the plan of the assembly room with respect to light, ventilation, decoration of walls, and floor. The room should never have the appearance of being crowded, for lack of space does not allow freedom of expression and it has a bad physical effect upon both teacher and pupil. Windows should be of plain glass to admit light as well as a part of God's out of doors.

Furnishings.—The dimensions of the class room may determine the shape of the table, but if the room is wide enough, the hexagon, the Williams, (a half-circular table with an indentation on the straight side for the teacher), the Bapsubo (a half-hexagonal table with the indentation on the widest side that the teacher may be very near each pupil), or the round table, 36 to 42 inches in diameter is good, the first or second preferred. Tables should be 26, 27 and 28 inches in height. Chairs 15 inches in height with tables 26 inches high should be placed in the rooms occupied by the youngest pupils, chairs 16 inches with tables 27 inches for the next age group and chairs 17 inches with tables 28 inches for the oldest pupils. There should be a good blackboard built in one side of the class room wall. A cabinet large enough to hold all materials for teaching and work, should also be built in the wall. If this has not been done section drawers in the tables may be used for individual supplies. A case of large maps of the proper kind for use with juniors should be fastened on the wall at the proper height. Where rooms do not have hard wood floors, it is best

to have the floor covered with battleship linoleum of a harmonizing color. If the floor is polished the chairs should have rubber or felt tips to prevent noise.

NECESSARY EQUIPMENT

It is well to plan the department room and furnishings as if there were no limit to the amount of money you had to spend, then select from what you have planned the things that you cannot do without as a department.

Musical Instrument.—If we would train the children in worship a musical instrument is quite necessary. An opportunity to express themselves in song is one of the essentials in developing the spiritual life. A well-tuned piano is always best but where this is impossible a violin can be used with better results than an organ or cornet.

Cloak Room.—That pupils may be comfortable and their health conserved it is also necessary that they remove their wraps during the session, and this necessitates a place for them. If there is no modern arrangement of ventilated lockers or cloak rooms off a corridor, then a place should be arranged in the department room. This may be done by placing hooks at a proper height for the pupil over which a shelf is made. Brass rods may be run along the outer edge of the shelf and curtains drawn to conceal the wraps that the room may not have an untidy appearance. Be sure that the shelf is not used for a "catch-all." Instead, one or more jardinieres

of potted plants or vases of cut flowers will help make the room attractive.

Chairs and Tables.—A plain wooden chair with a level seat and a straight back is the best chair for the junior room. These should be ordered in three sizes: 15, 16 and 17 inches. It will be very convenient if the assembly room can be furnished with a separate set of chairs instead of having pupils carry chairs to and from class rooms. If there are no class rooms, tables, while not a real necessity, are so convenient that the department should not be satisfied until they are furnished by the school, or until the pupils are able to make or earn them themselves. If the junior room is used for other purposes during the week it will be wiser to use chairs of one height only, the height selected should be suitable for the majority of junior pupils. The tables used may be light-weight folding tables, shaped as suggested above. These may be made to order or purchased from a dealer.

Books.—To do the work necessary in the Junior Department each pupil should be provided with a copy of the American Revised Bible. It is best for the parents to furnish the children with Bibles, but if they do not the school should give each child a Bible when promoted from the Primary Department or provide a way whereby the pupil may earn one. A copy of whatever book the pupil uses in his study should be furnished each pupil and teacher. The teacher must also have a Teacher's text-book. To get the best participation on the part of the

pupils it is quite essential that each one have a song book. If this is not possible the songs used should be printed on a large chart placed on the wall or on a high standard that all may see clearly.

Class Boxes.—To make the best use of the first period of instruction it is necessary for both teacher and pupil to have working tools as pencils, writing pads, small maps, etc. To prevent the appearance of disorderliness there should be a box for these class supplies. There is a vital connection between neatness and order and the spirit of reverence in the Sunday-school room. It is quite impossible for children and teachers to maintain a feeling of reverence in the midst of general untidiness, such as is produced by cluttered tables. A very convenient box for such purpose is an ordinary letter file box.

Records.—Each teacher should have a loose-leaf cover or envelope for individual records of pupils. The receptacle will depend upon the system of records used. If the form is printed on a card, a linen or heavy paper envelope is best; if printed on paper, properly punched, the loose-leaf cover with ring binder will be best. Or, covers may be made of heavy cover paper, punched, and of same size as form, using a cord to tie them. There should be a card file or record book for the secretary to keep general records.

Cabinet.—That all department supplies may be properly conserved there should be a filing cabinet or cupboard of shelves where song books, class boxes, text-books, future supplies, etc., may be kept

from dust, and may be entirely out of sight when not in use. This cabinet should not have glass doors, and should be equipped with a good lock.

DESIRABLE EQUIPMENT

A good-sized blackboard built in the wall where all can see it is desirable. Also a case of good maps that may be used for geography drills, a globe, a sterescope, and stereographs or post-card views picturing places in Bible lands; two or three good wall pictures like the head of the Boy Christ taken from Hofmann's "Christ Among the Doctors," C. B. Parker's Christ—the "Door of the Fold" and Millet's "The Angelus"; an American flag and the Christian flag, are useful materials of physical equipment that make more effective the worship and work of the department.

MAKING THE BEST OF WHAT WE HAVE

It is necessary to keep the ideal situation before us that our boys and girls may eventually have the very best training in the Christian life, consequently this chapter has been written from that point of view. However, most of us are confronted with anything but an ideal situation, so we *must make the best of what we have.*

The One-Room School.—Many boys and girls must attend Sunday school in a one-room building or not go at all. Workers with these children must endeavor to make such separation and furnish such equipment as is possible for these conditions.

If rooms cannot be built on one side or end of the one-room building or a near-by building rented, the next best thing is to make several large screens by using oblongs of beaver board mounted on standards two or three inches from the floor with casters in the four-leg projections. (Two oblongs of beaver board measuring four by six feet may be framed side by side upright with moulding or other lightweight strips making a screen eight feet long with a height of six feet above the two or three inch legs, or two oblongs measuring thirty inches by eight feet may be framed one above the other lengthwise making the screen eight feet long and five feet high above the two or three inch legs. If it is desired to make the space larger ten-foot lengths of beaver board may be used.) These may easily be moved from place to place, and a room of any size or shape formed with them. During other services in the church they may be pushed against a wall and so be out of the way. These are much more sanitary than curtains, and less expensive. With such separation, at least part of the much-desired program of work may be carried out with juniors. The general worship program may include some activities of interest to boys and girls. The song books in use by the school should contain the best hymns, especially those that all boys and girls should memorize. If pews are in the way a few may be removed that chairs of right height may be used for the juniors. A space of the wall in the junior corner may be reserved for one good picture, not neces-

sarily large, mounted on a mat to harmonize with color of picture. A map of Palestine containing little detail, and a cloth blackboard may be purchased for small sums. These may be rolled up and put in a cupboard when not in use. Small boards for the lap may be used instead of tables.

Some schools meet in three-room church buildings and actually allow the Men's Bible class or Women's Bible class to occupy one of the rooms. Of course it is to be hoped the beginners and primary children have the other smaller room. The room occupied by the adult class has simply been appropriated without consideraton of the boys and girls. Because their elders are so accustomed to having their own way they forget there is such a thing as *justice to childhood*. The plan to pursue in such a situation is to have a congregational meeting or a parents' meeting where an appeal may be made for impressionable boyhood and girlhood, and where it may be shown that certain impossible things under present situations may be made possible by the use of a separate room. If one meeting is not sufficient to create public opinion repeat the plan until it becomes effective. When you are convinced that one influential parent is on your side, have that one propose *this* room be surrendered by its occupants and dedicated to the welfare of boys and girls who want an opportunity to grow in ways Christian.

QUESTIONS

1. Give the chief reasons for having an adequately equipped room for junior boys and girls.
2. Why is it best for the boys and girls to meet in a separate room for their entire department session?
3. How are boys and girls affected by meeting in a room that is improperly heated, lighted and ventilated?
4. What are some other things that cause discomfort of pupils in Sunday-school rooms?
5. What is meant by organizing the equipment?
6. What advantages are gained by having separate class rooms?
7. List the kinds of equipment named and indicate which are just as necessary to the small Junior Department as to the large?
8. What would you consider desirable equipment, yet not altogether necessary?
9. How may part-time separation be provided for juniors who attend Sunday school in a one-room building?

PROBLEMS FOR DISCUSSION

A. The extent to which juniors may participate in equipping their own department or class room.

B. Providing adequately for juniors in one-, two-, and three-room buildings.

C. Creating public opinion in favor of separation and proper equipment for the Junior Department.

D. In order to have a separate session for the Junior Department would it be feasible to meet at a different hour and use the same room another department had used?

OBSERVATION

Visit a Junior Department and note the equipment. Is the work of the department hampered by either a lack of equipment or by poor organization of equipment?

CHAPTER V

BUILDING THE PROGRAM

"The program should be constructed to give expression to worship, to aspiration and noble resolution; it should also lift up its own ideals, just beyond their reach. Above all, let it be natural; let all things be expressed as far as possible as they would naturally express themselves."—H. F. Cope in *The Modern Sunday School in Principle and Practice.*

An expert architect, when asked to submit plans for a building, will not attempt to make his blue print until he knows the purpose for which the building is to be designed. He cannot afford to suggest irrelevant material or provide unnecessary rooms, for every part of the structure must bear definite relation to its purpose.

Just as the expert architect must know the purpose of a building before he can design it, so the superintendent of the Junior Department must know what she is expected to accomplish in the lives of the boys and girls during a certain period of time before she can build programs that will be means to that end; for a program is nothing more nor less than a plan of procedure.

The Program in General

Necessary Elements.—The building materials, or the necessary elements of a program must be those

that will accomplish the purpose for which the Junior Department exists. Since the chief end is Christian conduct, such as is possible for junior boys and girls, and since such conduct is not possible without contributing to the pupils' "habits and skills; information and ideas; desires, ideals and motives; and attitudes," the program must provide for *action*, for *instruction*, for *worship*, and for *motivation*.

Time in Session.—The time element has a large place in every schedule. If the Junior Department has at its disposal two regular sessions a week, one on Sunday and one on some week day, provision should be made in a weekly program for activities of a distinct type in each session, but these activities should be closely related—in fact, should be parts of a unified program. For instance—at the week-day session the pupils may be engaged in the study of the geography of Bible lands, making maps, making models of oriental objects, buildings, etc.; a study of manners and customs of people during Bible times; dramatizing Old Testament stories; and other expressional work properly connected with their weekly lesson material.

Each feature of the program should consume its proportionate share of the time alloted to the session this time being measured by the proportionate value each feature contributes in accomplishing the definite purpose of the session. The activities built into the general program of the department belonging to the second or extra session will be dis-

cussed in Chapter X. The chief purpose of this lesson is to set forth the details of the program for the regular Sunday session.

The Program in Detail

Characteristics.—A good program never "just happens." It must be carefully planned long before it is to be used. A well-planned program attaches a sense of importance to the thing that is being done and so helps to establish right attitudes toward the department and its work. A good program is planned with reference to its influence upon the pupils' life. Its general structure and the very materials used will lend themselves to reverent participation only or its value is lost. Good words set to mediocre tunes used in a junior program will dispel the spirit of reverence. A general theme selected with each part properly related to the theme will unify the program and make it effective. Variety in the themes selected, in the materials used, and in the order of items in the main parts will maintain interest. Divergence from the general plan, however, will tend to confuse. Arrange the program, not for yourself, but for the boys and girls. Brightness, cheerfulness, alertness, vigor, life, natural interest built into a program will allow natural expressions and prevent a junior pupil setting himself against the church and its work just because he never found the things there that appealed.

Order of Procedure.—Junior boys and girls cannot hold themselves long in attention to any one

piece of work. This necessitates frequent changes from one activity to another. To have two lesson periods, and two worship periods (one the offering service), interspersed with other features rests the pupils and assures keener interest and participation in each part of the program.

1. **The Pre-Session Period.**—As a rule some pupils come to Sunday school from ten to twenty minutes before the time set for opening. This time may be used to great advantage by the teachers and superintendent who should be present at least ten minutes before any pupil comes. Boys and girls enjoy responsibility and here an opportunity is afforded in training them to discharge responsibilities faithfully and well. They can help arrange the rooms for the session by getting class materials ready, seeing that blackboards, maps, etc., are in order, serving at the door, etc. Others may be engaged in their own class work by doing unfinished work, extra drawing, writing, or modeling, by putting more time on drills, looking at stereographs and other pictures of Bible places, by putting together dissected maps of Bible lands and by making scrapbooks, etc., for use in missionary or community service. The work of this period not only emphasizes definite training in certain kinds of activities but it gives an opportunity to the pupil to exercise his own initiative and promotes promptness and regularity in attendance.

2. **The First Lesson Period.**—Better results are obtained by having two lesson periods of fifteen and

twenty minutes respectively, than one period of thirty-five minutes.

Boys and girls of this age are able to give voluntary attention for twenty minutes and when the early part of the session is given over to lesson recitation, project work, or for correlated material, such as Bible-time customs, map studies, memory drills, discussion of assigned home work, reviews and possible questions you have not only prepared the minds of the pupils for the new material to be presented in the second lesson period, but you have deepened their interest in materials used during worship, and so prepared them to enter more heartily into that service. Teachers who come ten or more minutes before session can have an uninterrupted period of at least twenty-five minutes for this important lesson.

3. **First Period of Worship.**—If teachers are at their best, interest during the first lesson period is very keen. Nothing serves so well to bring the feelings and attitudes into harmony and prepare the way for worship as the quiet music of some worship hymn. This is the main period of worship. Sufficient time should be used to allow all to think and feel deeply about the great ideal or theme of the program as expressed through song, Scripture response and prayer.

4. **Business.**—Very little business is necessary in a Junior Department and only that that has educational value should be planned for. Pupils are stimulated in efforts of right doing by giving them

credits for such efforts. Records of these credits form the basis for awarding honors, and so are a necessary part of the department business. Where the classes of older pupils are organized the president records the credits, the secretary the attendance, and the treasurer takes the class offering, records it, and places it in the class envelope. These records can be made up largely before the session when all pupils come early.

Two minutes should be allowed for them to finish their records that class reports may be prepared. Pupils should be trained to do these duties promptly and in an orderly way or we are failing in our purpose. Only those records that will stimulate the pupils to greater effort should be reported to the department.

If the record of church attendance is made a department rather than a class interest, then time should be given to this during the period for business.

Pupils and teachers can be trained to watch the bulletin board for notices and important announcements that are of interest to them. Anything very special may be announced at a time least likely to divert attention from things uppermost. Story papers should be distributed after the session. If there is a department library the books may be received before the session and distributed after the session.

5. **Fellowship.**—There is a spirit of fellowship in the church of Jesus Christ that is different from the spirit of fellowship in any other organization. Boys

and girls need an environment to help them enter into this sweet fellowship, just as in the Beginner's and Primary departments cheerful greetings are extended to new pupils, and pupils who have been absent long because of sickness, so also this should be continued with the juniors but the form changed so as to meet the junior's ideal. A formal introduction with a greeting song that is hearty and appropriate in its welcome will suffice for this service in the department, but new pupils in a class should always be formally introduced and received with a handshake by each pupil and the teacher.

The pupils' birthdays open another avenue of fellowship and should receive recognition. An appropriate verse of Scripture or a birthday song of joyful greeting and a prayer by the superintendent is an acceptable form of service to the junior. If weekly recognition seems to be too frequent in the department, birthdays may be recognized monthly providing the pupil received a greeting by card, letter or visit on his birthday.

6. **Drills.**—From three to five minutes may be used each Sunday by the superintendent conducting drills such as the names of the books of the Bible by divisions, location of divisions, spelling the names, map drills, character drills, etc. When having a reference hunt never use passages that are devotional in character lest the spiritual value of these passages be lost. The purpose of the drill is accomplished when the child reads the first one or two words to show that he has found the right ref-

erence. These drills, when conducted in the form of a contest, stimulate the pupils to great effort.

7. **The Offering Service.**—This is the second and shorter period of worship but is very important. The class treasurers with the offering envelopes may take their places in the back of the room in response to a chord or worshipful music, march forward, and stand before the superintendent's desk while all the school respond with Scripture verses on the service and blessing of giving in answer to questions by the superintendent. A blessing is invoked upon the offering and the offering received, after which treasurers return to their places in the same order. An offering hymn may also be used in connection with the Scripture response or in the place of it. The worshipful spirit, the instruction through the Scripture response and the order and dignity of the service result in a proper conception of giving as an act of worship and the formation of the habit of giving on the part of junior boys and girls.

8. **The Second Lesson Period.**—At least twenty minutes should be allowed for this period of study and instruction. If preceded by a song that lifted the children's thoughts and feelings into a common atmosphere of reverence the teacher has an ideal situation for her story, or her presentation of new lesson material. Positively there must be no interruptions allowed during this period or during either period of worship. Closed doors with a door keeper, allowing a definite time for entrance of late comers will prevent interruptions. Official interruptions

may be prevented by having all reports ready at the secretary's desk near the door. Announcements may also be received there.

9. **The Closing.**—It is best for the children to be dismissed without interjecting irrelevant or different ideas after the lesson. The "old time review," the extra story, the belated announcements, etc., will do this. To follow the lesson with a closing or benediction hymn and an orderly dismissal is most appropriate for it gives the pupil the opportunity to carry away with him the very deepest feelings the lesson brought to him.

QUESTIONS

1. What are the necessary elements in a Junior Department program?
2. What are some of the detail characteristics necessary for a good program?
3. What is the best order of arrangement for the various features of a Junior Department program? Why?
4. What is the purpose of a pre-session period?
5. How can you make the first worship period effective?
6. What place should be given to the cultivation of Christian fellowship and how may it be done in the Junior Department?
7. Give reasons for making the offering service worshipful.
8. What must be the main purpose of a successful second-lesson period?

9. What kind of closing is best for a Junior Department? Why?

OBSERVATIONS

Visit a Junior Department and observe the program from the standpoint of:

1. Atmosphere.
2. Attentive participation on part of pupils and teachers.
3. Leadership.
4. Evident results.

Distinguish, if possible, the general theme and purpose. What evidence was there that the purpose was realized?

CHAPTER VI

WORSHIP

"Worship is not an end in itself, but by making God and his purposes a reality in the life of the Christian, it tends to unify, to solemnize, and to give purpose to all of life. The test of worship is always to be found in its effects upon life. It makes the spiritual world a reality, but it does more than this. It helps to create ideals and to crystalize desires, ambitions, and purposes, It moves the feelings and, by creating and intensifying certain attitudes of mind, modifies all the activities of one's life."—Stowell.

The desire to pay honor to, and to communicate with a Supreme Being is common to man. As soon as a Supreme Deity is known in the least to the individual this desire resolves itself into an attitude or feeling and we call it worship. These desires and aspirations, or feelings, that are constant in the heart find expression and are then called specific acts of worship. These native religious impulses properly directed and encouraged result in the highest attainment of the human soul—the identification of the individual will with the divine.

Elements of Worship

Before we can have Christian worship there must be some knowledge of the Christian's God. We must know that God is always near; that he is Spirit; that he is all-powerful; that he is a God who, because of his love for them, seeks men, that they

may worship him and that they may live righteous and holy lives; a God who cannot be thought of apart from his holiness, goodness, justice and loving kindness; a God in whose presence men feel a sense of humility and of conscious need. Even a life time is not sufficient to give the individual complete knowledge of God, but there must be a degree of knowledge before this inborn tendency to worship is stimulated. In the very young child this stimulation may come through seeing repeatedly the attitude of the mother during worship. Given some knowledge of God, and an occasion or opportunity for reflection upon individual acts and their relation to God, a new feeling or attitude will be aroused in the individual, which if satisfying, will seek expression in a closer identification with the Divine Will. This is worship. During such times of reflection the instruction that has been given and the human relationships that have been experienced are brought before the mind together with God himself. The great personality of God overshadows all and with this ideal situation before the mind the individual remakes himself, and he becomes all that is possible for him in his stage of development. This measures the value of worship to the individual's life and without it or its equivalent it is impossible to develop Christian character.

FELLOWSHIP IN WORSHIP

One cannot conceive an experience with the Supreme Being that has not been experienced in hu-

man relationships. How can we help the little child to know the love of the heavenly Father unless it has experienced the love of an earthly parent? How can the individual experience fellowship with God unless he knows something of the meaning of fellowship with people? Moreover, since new purposes and new attitudes cannot change life until there is reaction, and since reaction occurs largely in our behavior toward others, worship is greatly enhanced when participated in by the group. The individual may worship God in solitude, but when he does, the decisions or feelings aroused are left to chance. When he worships as one in a family group or as one in a larger group, the Sunday school or church, there is control or guidance and the attitudes that result are those planned by the leader. In true public worship conscious harmony prevails and feelings go out toward the group about one, and one desires to promote the welfare of all, to bear the burdens of the weak, and rejoice with those who have joy. Public worship also serves to strengthen the attitudes or purposes aroused just as the courage of one is strengthened in any daring endeavor when backed by each in a social group of which he is a part.

Atmosphere for Worship

All that belongs to a room where a company has gathered for public worship should contribute to an atmosphere favorable for worship. A church audi-

torium with beautiful windows and a great pipe organ at once invites those who enter to enter in silence and to worship in reverence. But Junior departments usually do not have the privilege of using the church auditorium for their worship period. The junior superintendent, therefore, should see that visitors and late-comers do not interrupt the worship service and that conditions in the room are such that the worshippers are free from disturbances and that the prelude is one that will bring the minds of the boys and girls to a focus upon a common, but high purpose—the worship of God, and create an atmosphere that will arouse a feeling of reverence. Where class rooms are provided the pupils may assemble for worship by using a processional. This is a means of dignifying the service and helps to prepare the children for it. With this arrangement the recessional may be used for the close and so set off the whole service as something definite and worth while. Whatever the plan used, there must be a clear distinction in the mind of the pupils where the first period of worship ends and business and drills, etc., are before them, and again, where the second period of worship begins and ends. The leader may emphasize the distinction by always conducting the worship service from the platform (if there is one) or from behind the table, then stepping from the platform and taking another position on the floor before taking up other matters.

Purpose of Worship

The purpose of the Sunday-school lessons is to help the pupil interpret his daily experience and to solve his daily problems on the Christian basis. The purpose of his directed social activities is to establish Christian habits. The experience of worship in the Sunday school is needed to harmonize the details of instruction and training into Christian purpose and cultivate motive and will. To realize this purpose the leader should plan the service around a central theme which expresses an attitude that is to be created in the worshipper. It will require a series of services to create and emphasize a single attitude to the extent of its becoming an established attitude. The Scripture, the music, the hymns and the prayers will each contribute to the realization of this one ideal. Professor Hugh Hartshorne suggests that gratitude, good-will, reverence, faith and loyalty are the fundamental Christian attitudes that include whatever is essential to the child's religious relationships. With services planned around each of these attitudes for a period of several weeks each year, while training the juniors to worship, will give them the abiding values of life.

Material of Worship

Scripture.—There are many Bible passages of praise and adoration that may be used as opening sentences and responses in the junior worship program. Psalms like 23, 24, 95:1-7a, 100, 121, etc., and verses that contain precepts, proverbs, commands

and instruction will help to cultivate right attitudes and arouse religious emotions. The Aaronic and other Bible benedictions have their place. All Bible material used as opening sentences, responses, prayers and benediction in the worship program should be selected from the memory material used in connection with the lessons whenever that material lends itself to that use. All other material used should be mastered previously. It may be memorized at home or during the first lesson period that the pupil may be familiar with its contents and thus be able to use it as an expression of feeling while he worships.

Prayer.—Prayer has such a vital place in worship that we can scarcely think of either apart from the other. The prayers in the worship service of the Junior Department should be short and usually offered in unison. They should contain adoration, thanksgiving, confession and petition. The entire contents of the main prayer should direct the thoughts and feelings toward the attitude to be emphasized in that service. Through such prayers pupils will be trained in forming their own prayers, both for their private and class devotions as well as for public worship. The Juniors' instruction in prayer should include a proper prayer vocabulary, and posture that he may feel at ease during prayer at any time. He should also be led to know that prayer is talking with his heavenly Father, his Creator and Lord, just as one would to a dear and in-

timate friend, or a parent, that his prayers may not become formal and without meaning.

Music.—Music without words used as a call to worship should be the very best possible. Hymns like, "Holy, Holy, Holy!" tune "Nicaea," "The Earth is Hushed in Silence," "Day is Dying in the West," tune "Chautauqua," "Holy Night," tune "Stille Nacht," are very good for this purpose. Such music invites silence and creates an atmosphere of reverence. If Processional and Recessional hymns are used the music should have a martial air and the words should suggest victorious conquest. All other hymns used should be those expressive of the attitudes it is desired to create and emphasize in the lives of the boys and girls, and they should be within the compass of their voices—from E first line to E fourth space of the staff. Most hymns should be memorized. There should always be a period other than during the worship service for learning new songs. When training the juniors to sing never allow them to sing loudly or use the thick-register voice. Prof. F. E. Howard * gives "two principles which form the basis of good tone-production in children's voices. First. *They must sing softly.* Second. *They must be restricted in compass of voice.*" We will have splendid results with the use of singing in the worship service if we are careful to follow these rules and see that the child uses the voice in the thin or head-register. Boys and girls enjoy

* Prof. F. E. Howard, *"Child-Voice in Singing."* H. W. Gray Company, New York.

singing when the music is suited to their voices and it becomes one of the greatest means of instruction, and of self-expression.

Service.—After all, true worship comes only as a by-product of the worship program. If there is no meditation, no new purposes formed, no service rendered later the program of worship has been a failure. There must be a desire to "bring an offering and come into his courts." There must be "laborers" entering the "vineyard" and an attempt to "teach all nations." The service of giving an offering is so valuable to the Christian that we dare not fail to include this in a service of worship. However, the boys and girls should not be asked to give an offering to a cause with which they have not previously become familiar and in which their interest has not been enlisted. (See Chapters V and VII). The responses used should be Bible verses that instruct the boys and girls, and make clear to them Jesus' teaching. The prayer and the offertory likewise must instruct or be expressive of what the child should feel when he offers a gift to God for the progress of his Kingdom. All other services rendered should be rendered with the same spirit of cheerfulness and good-will.

QUESTIONS

1. What is worship? What are the elements of worship?

2. Why is it helpful to worship in groups or congregations?

3. How may an atmosphere be created in the Junior Department that is conducive to worship?

4. Name the materials of worship for the juniors. Which of these materials seems most necessary in the training of junior boys and girls, or are they equally necessary? Give reasons for answer.

5. What place should prayer have in the life of the junior, and how may the department assist in giving prayer that place?

6. What are the tests of hymns and music appropriate for juniors?

7. How may service be made a means of worship?

PROBLEMS FOR DISCUSSION

A. Why it is necessary to have a service of worship prepared, especially for juniors. When this cannot be done, how their needs may be met.

B. How to judge materials suitable for junior worship service.

C. The teacher's responsibility during the period of worship.

OBSERVATIONS

Attend a Junior Department session and note whether the worship service appeals to the pupils. If it does not, what is the cause of the failure?

CHAPTER VII

OTHER FEATURES OF THE PROGRAM

Bible Drills, Missions, Social Service, Temperance

"Thy word have I laid up in my heart,
That I might not sin against thee." Psalm 119: 11.

"And Jesus went about in all Galilee, teaching in their synagogues, and preaching the gospel of the kingdom, and healing all manner of disease and all manner of sickness among the people." Matthew 4: 23.

"Self-reverence, self-knowledge, self-control,
These three things alone
Lead life to sovereign power."—Tennyson.

Bible Drills

The Bible is not placed in the hands of the pupil for use in the Sunday school until he enters the Junior Department, when he reads more readily. During the first year as a junior the pupil is drilled in handling the Bible. Unless this is done thoroughly he is handicapped not only during the junior course, but more or less in later years. The Bible is different from other books the child has been using. It is rather a library of small books written by different men to which Christian people attach great value and which has a wonderful history. Besides, this library of books is printed in small type and bound as one volume that it may be handled easily. It is broken up into parts, chapters,

paragraphs and verses and while not indicated in its form, except by successive order, these books are grouped under such heads as law, history, poetry, etc. It is necessary for the pupil to become familiar with all these things and many more if he is to use the Bible to advantage for study and worship. "Another part of the law of habit formation most conspicuously neglected by the organizations that exist for imparting religious and moral instruction to children is that of frequency . . . but apparently . . . our Protestant churches expect children to get hold of facts historical, literary, and doctrinal formula of public worship . . . inspiration towards right living . . . with next to no provision made for any drill, repetition, or new use of material once presented." * Acknowledging the truth of the words of the authors just quoted the first lesson period of the session may be set apart largely for this purpose. What has been taught here may be gathered up, made into definite drills, including material for each grade, and given in drill form as a part of the session program. These drills may consist in mere memory drills naming the parts, divisions and books of the Bible in order, bounding the books, spelling the names, recalling memory verses when a question is asked that may be answered by the verse, and in groups like Bible prayers, verses about prayer, praise verses, marching order verses, etc. The di-

* Norsworthy and Whitley in *Psychology of Childhood*. Used by permission of the Macmillan Company, Publishers.

ferent chapters or portions as Faith chapter, Love chapter, Ten Commandments, Two Great Commandments, Lord's Prayer, Golden Rule and others may be located. The chief characters and chief events of books may be named, as well as thorough drilling in the geography of Bible lands. Much time should be given to reference finding. This drill as well as many others may be conducted in contest form, between classes of the same grade, between grades or between boys and girls. The more quickly pupils can find references the more time they will save during the class periods, and the more they will enjoy doing work with their Bibles. No drill during the session program should consume more than three or four minutes and there should always be great variety, for deep interest in any subject may be destroyed by a monotonous presentation. Well planned and carefully conducted drills greatly aid the pupils in attaining skill in handling the Bible and in forming habits of accurate and rapid thinking. No superintendent should omit drills from the session program.

Missions and Social Service

"Missions is the spirit of Christ in the human heart finding expression in service to others." If the various agencies or institutions contributing to the training of the child have succeeded in equipping him with the fundamental attitudes: "gratitude, good will, reverence, faith, loyalty," so that they have become habitual, unchristian impulses

will have small chance for control and the child will experience little difficulty in thinking and acting in all human relationships according to the Christian purpose. To help the children attain such a basis for thinking and acting, rather than the support of certain causes is the business of the Church school. Contributory to this attainment, causes are supported, but it is far more important that children shall become missionaries than that their offerings make possible a certain mission scholarship or school.

The atmosphere in the department, the session programs, the materials of instruction and the activities which we generally term "missionary" should be so interwoven or follow in such natural sequence that the children may never be led to suppose that "missions" is a separate interest in the department or that sharing one's good times or material belongings or helping one's neighbors or even strangers is an afterthought rather than the very heart of Christian living.

Pictures, maps, curios of foreign and frontier countries, and a right attitude on the part of teachers and officers will create an atmosphere that will make it easy for the child to think of the needs of other people. Lessons in the form of stories or talks, responses, prayers and hymns used in the session program may be such as to instruct the pupils and cause them to feel good-will toward all peoples of all the world and create in them a desire to share their knowledge of God's word and their

opportunities in a Christian community with those less fortunate. Some published lesson courses for juniors have splendid material for missionary and social service instruction, material that gives information that the junior pupil is capable of understanding and character studies that will furnish ideals for Christian standards and activities. Aside from these leading and pioneer missionaries representing various countries, peoples and types of work, each denomination may give supplementary teaching, using missionaries now in service and types of work that will help the children to appreciate present-day Christian activities and afford them an opportunity of sharing in such work.

Unless there is provided, along with an atmosphere that inspires and a program and materials of instruction in missions, an avenue for expression, we are failing to train missionaries. In planning such activities, however, we must be very careful to plan only those that junior children can understand and in which they can heartily participate. It is true that "junior pupils have a fairly accurate sense of location and sequence of time and are beginning to respond to the social instinct which prepares them for a consciousness of world need and world service," nevertheless, their interests do not include all that is included in the adult mind, and they are limited in their experience, hence cannot understand all phases of missionary work. For this reason we should carefully select such activities as are within their comprehension and their ability to per-

form. There seems to be no question about the field being the home, the church, the community and the world. Unless the child has already learned the joy of kindly service in the home and is now doing the part there that a child of his age and ability can do, he will likely not appreciate opportunities of service outside the home. Junior boys and girls can be led to use their talents in service (and this perhaps should come before other gifts). For instance, they may prepare an entertainment or song festival for their parents to be given at the church; they may raise flowers to be used by the church or by themselves through the church for the sick of the church or for hospitals; they may make posters, models, maps and other materials of equipment for other departments of the church school; they may carry messages, deliver lesson materials and serve as escorts to the very little ones or to older ones. No community is so perfect that boys and girls cannot find many opportunities of service for the public's welfare, such as keeping streets clean, caring for animals, making bird houses, providing pleasures for foreign children and for unfortunates, making games and puzzles for orphanages, raising flowers for flower missions and many other like things. For remote mission schools or hospitals they can collect or make gifts of puzzles, games, dolls, etc., collect Sunday-school papers, Bible picture cards, and make scrap books for missionaries to use in their calls in native homes. Another activity they enjoy is the making of gifts and packing a box in July for

a Christmas tree to be used in a mission the following Christmas.

By no means the least of all activities that may be listed is that of giving gifts of money. Junior boys and girls have ability to earn money. Many of them have regular allowances. The instruction they receive in the Junior Department should lead them to set aside a definite proportion of their allowance and earnings for such activities as require gifts of money. Many children will endeavor to earn money with the purpose of giving the full amount to some project in which they have been interested. This should be encouraged. Their missionary or Christian service in behalf of the church should always include systematic and intelligent giving. Training in missions in the Sunday school should also include dramatization or giving of missionary plays. It is indeed very valuable to the boys and girls to have them write their own plays, prepare the costumes and scenes and give them before the department, and sometimes inviting their parents. These plays, or the dramatization of stories should always precede the opportunity for actual service. The stereopticon lecture, if carefully prepared, and the missionary exhibit with lecture also adds to the informational material that may be used occasionally with boys and girls.

In connection with missionary character studies the best correlated missionary hymns and Bible verses should always be memorized. Some prayers used in the session program and some prayers

taught to the children should contain petitions that are missionary in spirit and purpose—in fact the junior child should be taught how to compose his own prayers in the interest of others.

TEMPERANCE

Perhaps the best definition of temperance for our purpose is the one Zillah Foster Stevens gave us: "Temperance is the controlled and right use of our powers and possessions in service," and over against this we have the definition of intemperance as the "uncontrolled or wrong use of our powers and possessions in self-indulgence."

In the days when our environment was very different in most of our cities and country places it was a difficult matter for adults to consider every phase of intemperance, consequently the children in many of our schools did not receive the kind of temperance teaching most helpful to them. But today, we think of our bodies together with all of our powers and the right use of the same when the term temperance is brought before us. That the individual may have a favorable opportunity to grow a worthy character it is very essential that in earliest childhood he be trained in self-control and self-denial and as he advances in experience he needs to know some of the evils of self-indulgence, especially in the use of alcohol and tobacco in all its forms.

The workers with junior children should have a definite aim in undertaking to train their pupils in temperate living. First, each one should recall that

God is his Creator and has given each a body to be kept pure, clean and strong for his service, and that this body is the temple in which God's spirit dwells. ("Know ye not that ye are a temple of God, and that the spirit of God dwelleth in you?" 1 Cor. 3: 16). Second, God has provided the good gifts of fresh air, sunshine, food and drink that the body may grow and be strong, and that there is a right and a wrong use of God's good gifts. Third, that there are certain health chores that all children must perform if the body is to be kept pure, clean and strong, such as breathing fresh air, playing out doors, eating nourishing food, drinking clean water and milk, caring for the teeth, ears, eyes and all other parts of the body, bathing properly and sleeping a sufficient number of hours. Fourth, that God has given each one power to choose to use the good gifts and to deny himself and herself the wrong foods and drinks, and each has the power to choose to take the proper care of all parts of the body. Fifth, that it is very harmful to eat and drink improperly, to refuse to sleep as much as one should or fail to breathe fresh air or do anything that will weaken the body or the right use of its powers, and that the consequences of such habits are very great. Sixth, that one ought to help others to have good health and avoid bad habits. Seventh, that Jesus will help each one obey God's commands in regard to self-control and self-denial and that obedience to God's commands will bring the great blessings of good health, good cheer, joy and peace.

The atmosphere of the department should always be that of obedience to God's commands in regard to self-control and self-denial. The teachers and officers must be true examples in these things. The session program may contain, as often as considered necessary, stories showing the results of temperate living and hymns that put purpose and determination into the children to win in the daily struggle against idleness and self-indulgence with respect to their bodies and desires. The prayers and Scripture responses may also be a great means for inspiration and instruction in self-control. If the environment of your pupils is such that many temperance lessons are required, you may use character studies taken from history, from missionary experiences and community examples.

The expressional activities in connection with the instruction will be most necessary. Surely the boy or girl cannot learn self-control or self-denial without constant opportunity to practice. Link up your teaching with the home and day school if they are giving emphasis to it. Your part will be to give God a great place—to give definite purpose to all these activities. Credits for daily health chores help greatly.

The juniors will be helped in their purposes by signing a card that contains an appropriate temperance pledge; by the presence of a temperance roll on the wall; and in the use of the following flag (temperance flag) salute: "I pledge allegiance to my flag, the emblem of temperance, self-control,

pure thoughts and clean habits; the white flag that surrenders to nothing but purity and truth, and to none but God, whose temples we are."

Questions

1. When and how can a child best become familiar with the Bible?
2. What is the value of drills?
3. Is there danger of teaching children in such a way that they think of missions as something separate and apart from the Christian life? If so, how may it be avoided?
4. What attitudes developed in the children will result in missionary activities?
5. How would you create a missionary atmosphere in the Junior Department?
6. What natural equipment does the junior pupil possess that assures you that certain missionary situations of the world will make an appeal sufficient to cause him to respond?
7. Why should the subject of temperance be taught to junior boys and girls?
8. What expressional work must be connected with the teaching of temperance?

CHAPTER VIII

INCENTIVES, CREDITS AND RECOGNITION

"Gradually to draw a child's interest from personal approval to an interest in gaining approval for his group, and later to the approval of his own conscience, to develop a child's moral sense, so that instead of being merely interested in doing what brings approval he will be satisfied by doing what is right; so to train him that the social interests outweigh the non-social, . . . this work is the responsibility of the educator, for thus does man pass from the animal level into his human inheritance."—Norsworthy and Whitley, *Psychology of Childhood*.

Habit Formation

The great plasticity of the period of childhood must result in the formation of habits. Certain habits are more easily formed at one stage than another. Habits of health, habits of study, work and play, habits of right conduct make life easier and pleasanter. A child cannot help forming habits. It is the nature of his nervous system to be modifiable. His environment and all influences brought to bear upon him are making their impression, but whether these habits are good or bad depend upon those who have the children in charge. There are two great laws of habit-formation—the *law of exercize* and the *law of effect*. Intensity, duration of responses, frequency and association are elements in the law of exercise. Satisfyingness and recency are

elements in the law of effect. Two practical precepts have been developed from these two laws: "Form habits as they will be used," and "reward good impulses." The teacher dare not be satisfied with such teaching as "Don't do that," "You must play fair," etc., but when a proper response results from a certain stimuli that response or the results of that response must give satisfaction to the doer. The satisfaction of the result has greater effect than the frequency of the response. Again, if we tend to form habits as they will be used immediate interest is created, and there is greater opportunity for frequency of repitition, thus establishing the habit. It is always proper to appeal to the highest motive possible when we are seeking responses to impulses, but we must be very careful that we stay with the child. The junior pupil has certain instincts uppermost. His interests are results of these instincts. A motive that will appeal to a junior pupil must be within his realm, his experience, and not a motive that lies wholly within the realm of the adult. You may appeal to a junior boy of eleven, to do a certain thing for the sake of his class and he will respond and find great satisfaction in the response because of the gregarious instinct, but if you appeal to him to do the same thing because it is right, he is likely not to do it, for the content of that motive does not appeal. It is the educator's business to make the appeal in the child's realm and ever seek through information, experience and satisfaction to lead the pupil to higher impulses. But practice in this re-

spect "will not make perfect, unless satisfaction follows the variations, that are in the direction of the ideal. Good impulses must be definitely rewarded, and undesirable impulses must fail of achieving satisfaction." *

Suppose the teacher desires to establish in her pupils the habit of daily Bible reading. She must first create an interest in a systematic study of the lesson and a desire for information obtained through effort. A good way to do this is to assign readings that will result in pleasing information, achievement, exciting adventure, the answers to questions that will be discussed or answered in class session. There must be continued satisfaction resulting from continued effort. In case the pupil neglects reading the assignments for certain days there must be an unpleasant result, a definite loss felt—either at the end of that day or in the class period.

Suppose the teacher is trying to help the pupils form the habit of praying daily. In this case she must help them feel a need for daily prayer, a wish to give expression to the joy and gratitude felt, the longings and desires of their hearts. She must teach them the value of prayer as shown through the experiences of characters studied during the lesson period; show how prayer will mean as much for them in their own lives; help them to know the kind of prayers that are acceptable to God; and acquaint

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* Norsworthy and Whitley, *"Physchology of Childhood,"* page 193. Used by permission of the Macmillan Company, Publishers.

them with suitable prayer vocabulary. The children must also be led to recognize answers to their own daily prayers and must be led to feel that their failure some days to be "doers of the word" is due largely to their failure to pray.

Church attendance may become a habit when the attendance at church service gives satisfaction, and when attendance with satisfaction has continued regularly through a period of weeks or months. A credit for church attendance is not always sufficient, but if the pupil is allowed to report on some part of the service, as the Bible illustrations used in the sermon, the chief characters mentioned in the sermon, the theme of the hymns, the Scripture lesson reference, etc.; if he is allowed to sing in a junior choir; or if the teacher and pupils are seated in one pew regularly (this should not occur when the children's parents are at the service) church attendance will become a real pleasure. This feeling of pleasure together with a feeling of having missed a number of good things when absent from service will help the pupil form the habit.

Habits of regular intelligent giving may be formed by keeping before the pupils some missionary project with which they are familiar and in which they are vitally interested; also by presenting other appeals that are easily understood and equally interesting to the juniors, but which may be met by one effort. The use of the duplex envelope serves as a reminder and aids in comparing our needs with the needs of others. The pupils will

also have their desire to give intensified when they receive reports showing the results made possible through their offerings, for it gives a sense of satisfaction.

HABITS DESIRABLE FOR JUNIOR PUPILS

Habits desirable for boys and girls to form in the later childhood period are rational obedience, self-control in newer fields, such as choosing work before play, a future greater good for a present lesser good, and the subjecting of actions to intellectual control, individual responsibility, habits of regular, simple and dignified religious observance in home, in public, and for personal use, personal health habits, proper care of belongings, habits of kindness, politeness, work, study, perseverance, punctuality and unselfish service. All these habits are possible to the junior pupil if the laws of habit-formation are adhered to for there are instincts dominant in this stage of their development that furnish nascent power for good habits, instincts which, if not properly trained, may develop into very undesirable habits. The chief of these instincts are curiosity, which leads to exploration and discovery, pugnacity, affection, pride, imitation, rivalry, ambition, desire for attention, gregariousness and intellectual alertness.

INCENTIVES

However, our task is not even begun when we have a knowledge of what habits are best for the

pupils under our teaching and supervision, nor when we are aware of the instincts and interests to which we may appeal. When we actually undertake our task of training and directing we are confronted with a great variety of possible activities for our boys and girls that are very attractive to them—in fact, it seems their very natures entice them into the doing of that which is easiest and that which is but for the moment. All normal boys and girls love play more than work and some tasks we must assign require real work. Too often their environment has in it standards that are the very opposite of what we know to be necessary for them to hold themselves to their work. Many times previously formed habits are bad and these must be overcome while we are trying to instill the new and right. Because there are so many things to overcome we are very often obliged to provide encouragement that will stimulate the children to continuous application to tasks assigned. A certain amount of practice in the use of the Bible, Bible reading, writing, map drawing, memorizing, parts of the lesson to prepare each day that it may be held in the mind and that it may make systematic work habitual, places to locate, objects to make, etc., are some of the weekly tasks required on the part of junior pupils that they may be able to receive the instruction and training necessary for their spiritual needs. Quite often the best incentive for the accomplishment of these tasks and others of a social nature that may be assigned is the teacher herself. The

elemental instinct of affection is present in the child as well as the idealizing of personality—the setting up of a picture and intensifying this ideal with the person. This is the basis of appreciation. The teacher who really loves her children and has high ideals for them wins in return their love, respect and loyalty and there is nothing they would not do for her no matter how disagreeable. Moreover, habits of virtue are acquired through imitation and the teacher must still supply this ideal. No matter what task is set for the pupil it is always up to the teacher to seek the accomplishment of this task by appealing to the interest of that particular pupil that there may be real satisfaction felt on the part of the pupil, either in results of the task or in the doing of it. Often it is sufficient upon the proper completion of the task to give merited praise or such commendation as will give the pupil greater self-respect and deeper self-confidence. As teachers we are usually ready to blame. We should be more ready to praise, for a feeling of satisfaction is much more powerful in overcoming a wrong habit or strengthening a feeble one than blame for a wrong response.

Rewards that cost money are not good incentives to offer for this introduces the mercenary element, and is appealing to a very low motive—one that juniors should have outgrown. Perhaps an exception should be made in the case of offering the rainbow bookmark to the younger juniors for learning the names, spelling and location of the books

and divisions of the Bible. Such a reward is more than an incentive, it is a helper, and is of continuous usefulness. The same may be true of the pin "Hear —Do." It becomes a great help to the wearer. Whenever rewards are given be sure the object is understood, then adhere strictly to the agreement.

CREDITS

For many years it has been the custom in the public schools to give credit or a marked grade to indicate the status of work done and of attendance, deportment and punctuality. Most pupils appreciate these reports and they become strong incentives to them. The Junior Department of the church school does well to follow this custom. It helps the pupil appreciate more the relative importance of his church school course. Most denominations have some system of credit and printed blanks to report the same regularly. Schools using the graded lessons are quite generally using these blanks. Where rightly used they have encouraged the pupils as much as have the credits given in the public schools. Items for which credit may be given in the Junior Department are punctuality, daily Bible reading, lesson preparation, memory work, church attendance, etc. Credits may be marked on the basis of 100, apportioning a certain percent or number of points to each item perfect.

It is hoped that the day is very near when parents will receive reports from the department of the church school which their children attend estimat-

ing the child's progress in all attainments of character building which are directly or indirectly under the supervision of the church. Then Frank's report will be very interesting. There will be a statement about his book work, about neatness and effort, about social cooperation, about habits of religious observance, attitudes, manners, deeds of kindness and generosity; also deficiencies that may be overcome. Teachers will enjoy studying their individual pupils to note progress and will keenly appreciate all marks of improvement. This day will come as soon as our teachers are trained to appreciate the purpose of their work and how to measure character growth.

RECOGNITION

Many pupils are greatly encouraged by having their names placed on the Roll of Honor when they have completed required tasks set for a period of time. The pleasure of being honored in this way does not appeal to all, especially the older boys. However, these may be appealed to through the gang instinct. If a banner is offered to the class which attains certain credits for that day, a pupil will do his best to help win these credits because of his loyalty to the class and to the individual members of the class.

Public recognition that is of the greatest value to pupils of the Junior Department is promotion. The individual who has completed a course of study feels a satisfaction in his accomplishments and ap-

preciates public recognition of the same. Importance should be attached to annual promotions and to the public recognition of such promotions, but this cannot be done unless importance is attached to the course of instruction. If a boy sees no value in a course of study, finds no interest in it whatsoever, he will not care whether he is promoted or not. He will care only to be in his social group. Assured that the courses of study in use are the very best, our next consideration must be so classifying the pupil that he finds himself where the course makes an appeal. It must also be determined at the beginning of the course just what requirements are necessary to complete it. Some standard must be set. It is wisest for each Junior Department to set its own standard in this respect for it knows best the needs of its own pupils. Our public schools usually require a minimum average of three-fourths of the work done. Pupils of the junior grades accept this readily because they are accustomed to it. Most pupils find it possible to accomplish this and many go far beyond. In a department using the graded lessons this would mean the satisfactory completion of three work books out of the four. Since the work books contain a certain amount of material of information, required written work, memory verses that usually express a truth, and directions for definite Bible study we can be quite sure that when a pupil has completed the work outlined in three of these books he has gained efficiency commensurate with the amount of work done and the

number of times he has participated in the department program of worship and work. Where using other courses of lessons, book and memory work covering three-fourths of the year's assigned work may be required. In every department there are some backward pupils or some who have been indifferent, or who have not been in regular attendance because of unavoidable circumstances. It would not be just to give the same recognition to these as to those who met the requirements. A certificate of promotion may be given to those who complete the course. If desired, seals representing different grades above the required grade may be placed on the certificate. A few pupils not completing the course may remain in the same grade for another year, but most pupils will be greatly encouraged and spurred to effort by transferring them on trial, making the period of probation three months. All such pupils will need special oversight and sympathy of the teacher as a stimulant to effort. Pupils completing the courses provided for the Junior Department should receive diplomas upon promotion to the Intermediate Department. Sometimes there are pupils in the Junior Department who have not completed the course but who have reached such physical and social development that they need the association of those in early adolescence, different lessons, and different methods of teaching. These should be transferred, but not promoted, as those are who receive the diploma that represents a completed course.

QUESTIONS

1. What are the laws of habit-formation? When are habits easily formed?
2. What habits will a junior pupil form who does, regularly, neatly, and accurately, all the work suggested in the work book?
3. Why is it necessary to use incentives with the juniors?
4. Were you offered any rewards when you were a junior in Sunday school? If so, were they helpful? To what extent?
5. When does the giving of rewards result in harm to the pupil?
6. What is the value of a credit system in the Junior Department?
7. What credits should a pupil receive who does more than the required work of the year?
8. What advantage is there in giving a card or certificate of promotion when a year's work has been completed?
9. When should preparation for promotion be begun? What materials should be used in the services? Why?

CHAPTER IX

THE OBSERVANCE OF SPECIAL DAYS

"And his parents went every year to Jerusalem at the feast of the passover. And when he was twelve years old, they went up after the custom of the feast." Luke 2: 41, 42.

The Value of Observing Special Days

God's people have always attached great value to the observance of high days in their religious life. A large part of each year was given to the observance of religious festivals by the Israelites and around these days clustered much of their teaching, for they were commanded to teach the children the significance of their festivals and to observe them regularly.

Through the ages nations have emphasized and maintained great ideals through the observance of anniversaries of significant events. The public schools of our nation have always made special days a great factor in instruction and for the same reason the church school sets aside certain days in the observance of which definite religious truths may be given great emphasis, and helpful activities may be given great impetus. However, these special days have value only as their true purpose is realized in the lives of the pupils. Special occasions must be thought of as a part of and not apart from

the regular work of the school. It is only as they are made to become a part of the necessary program of worship, instruction and expression that they serve their purpose.

SPECIAL DAYS TO BE OBSERVED

1. **Church Festal Days.**—a. *Easter* is a significant church day and may be a most valuable day in the Junior Department program if the entire season is given to instruction and activities that create in the pupils joy and gladness and impress them with the hope of the Christian life. This day can be observed best in their own department if they meet in a separate room.

b. *Christmas* is the other great festal day of the church and it affords an opportunity to help the boys and girls develop an attitude of good-will and to lead them to share with others the comforts and blessings they enjoy. It requires several weeks of instruction and planning to bring the season to a proper climax. This climax should be in the school's special program and should be expressed by means of worship and giving. The junior's share in this festal program should be such selected parts of their recent programs of worship, instruction and activities that will meet the larger purpose represented in the public celebration. During the junior years it is usually better to have the pupils participate in the public program in groups rather than singly. All necessary rehearsing should be provided for in extra sessions that regular programs may be safe

guarded. Christmas makes a great appeal to all, but especially to the children, and it may be made most valuable in teaching because of the truth portrayed in the event it commemorates.

2. **Sunday-school Days.**—a. *Children's Day* is a day of flowers, sunshine and gladness which the children have a right to enjoy as their very own. In some denominations all departments of the school are recognized in some form, and a program of exercises is given to entertain an audience and to encourage them to give an offering to some worthy project. Should not a new educational value be attached to the day; should it not come to represent childhood's challenge to the church? The children may still be expected to have exercises, songs and hymns, but let these be selections from the instructional and worship features of the department's regular programs arranged in such order as to show the adults the purpose and opportunity of Christian nurture the church school affords. If a school using a program of this character is asked by its denomination to give an offering to some mission or extension work there may be provision made for such an appeal by building the program to lead from *our own* to *that which we wish others to have*. Such a program would assure the use of good material in its composition, save many hours of drill and practice on the part of the children, leave some impression as to the possibilities of Christian nurture, and procure the desired offering.

b. *Rally Day.*—At least once a year the Sunday school finds it necessary to rally its organized forces and recruit and enroll new pupils. In most schools this rally occasion should occur in the fall when vacations are over and pupils are returning to the day school. This special day should be observed on some Sunday preceding the first Sunday in October, for all former pupils should have returned and all new pupils should be enrolled in time for the first lessons of the year's courses which are taught the first Sunday in October. Teachers and officers should also be ready to begin the definite plans of the year's program on this same day. Plans for the new year, as well as plans for the rally effort should be made in the spring or early summer before the Sunday-school leaders have scattered. This will assure ample time in the month of September prior to the day set for the program for recruiting and enrolling pupils. The Rally Day program should consist largely of the regular program of instruction, and worship by departments that visitors and new pupils may see the school at work. During the last third of the session all departments may assemble in one room where visitors and new pupils may be publicly greeted and where announcement may be made of the plans for the new year of work. The whole Rally Day program is usually given by the entire school assembled in one room. Since it is a difficult matter to arrange a program equally helpful to pupils of all departments, and since this will

prevent new pupils and visitors from seeing the school at regular work the above plan is preferred.

In many rural communities where long winters and impassable roads make attendance irregular it is most helpful to rally the forces in the spring. In such localities the same rules may obtain regarding the day's observance.

c. *Promotion Day.*—The one day in the year most advantageous for public recognition of pupils completing the various courses is the last Sunday in September. Courses regularly taken are completed on this day. Promotions come naturally between the completion of one course and the beginning of another, rather than at the beginning of the calendar year or on Children's Day which is usually observed in May or June. The Promotion Day program should be made up entirely of individual and concert recitations of Scripture, drills, stories, (sometimes dramatized), songs, hymns and character sketches memorized or written during the year, together with the presentation of certificates and diplomas and words of encouragement from pastor and superintendent. This service should always be given in the presence of parents and friends of the pupils and need not necessarily be at the regular session of the school, but may be held in the late afternoon or early evening.

d. *Decision or Confession Day.*—Some denominations observe *Decision or Confession Day* in the Sunday school. Usually they include the children who are in the Junior Department. On such oc-

casions it is very necessary that the children be safe-guarded and that those in charge understand that the purpose of all junior activities is to lead the child to know the Father as he reveals himself in Jesus Christ and to express that knowledge in conduct. This process of leading includes all the materials and methods discussed in this unit and in the other units of the junior course with specific effort to bring matters to a focus in order that by the help of the Holy Spirit the child may come into conscious relationship with him, and later that he may work out in conduct the knowledge of God of which he has become conscious. There is a religious crisis at about twelve when reasoning and will power begin to assert themselves, when there is a broadening of experience and greater ability to do. Choices made at this period, are, as a rule, not final but are steps to other choices. Teachers are best fitted to lead their pupils to make the choice. They should prepare themselves in heart, life and purpose thoroughly long before hand. They should know the spiritual status of their pupils. Sunday after Sunday, new and attractive qualities of the Christ should be presented—qualities that show him as a Friend and Helper. Before the day is at hand it should be explained what confession means. When the pupils are asked to take the pledge of obedience it should be done in a reverent atmosphere and with the class or pupil privately. The pupils should not be pressed. When confession day is observed in the department the pastor should ask for a renewal

of pledges (by teachers and pupils who previously united with the church) then ask for new confessions. Perhaps the most important phase of Confession Day observance is the personal attention given afterward by pastor, teacher, the department as a whole, and the church, to those taking the pledge. The pupils must be helped to grow strong.

3. **National Days.**—a. *Thanksgiving Day.* The department program of worship and instruction for a number of weeks preceding this national holiday should have for its purpose the developing of a feeling of gratitude. When this feeling is aroused to the extent of becoming an attitude it will seek expression in sharing one's blessings that others may also be grateful. Activities that give opportunity for the expression of gratitude may be developed in connection with the weekly instruction and may find its culmination on Thanksgiving Day.

b. *Independence Day.*—While not generally observed in the church except by the use of the flag in decorations it may be made a most valuable day in the Junior Department by emphasizing the high national ideal represented in the flag and in the event commemorated.

c. *Other National Days.*—The birthdays of national heroes may serve as opportunities for presenting the value of Christian ideals in the perpetuation of a nation and thus inculcate Christian citizenship ideals. Flag day and Memorial Day may be observed in similar ways. To do this one need not

depart from the general purpose of the season's program.

4. **Days for Special Instruction.**—*Missionary Day.* Most denominations ask for a monthly missionary day which takes it out of the list of special days and makes it regular. Likewise *Temperance Day* is no longer listed as a special day, for instruction in temperance has become a part of the regular courses. However, special emphasis may be given to this phase of instruction on World's Temperance Sunday. Programs for missionary and temperance instruction are discussed in Lesson Six.

5. **Significant Denominational Days.**—All denominations have special days that are of great value in their educational program. These are such days as anniversaries of great events, jubilees, centennials, etc. Only a few occur annually, like dedication anniversaries. Others are likely to occur but once or twice in the life-time of the pupils. The juniors may share largely in some of these celebrations. They afford a great opportunity for teaching church loyalty.

SPECIAL DAYS IMPROPERLY OBSERVED

A special day program to be used by the whole school assembled in one room must not only fit every individual but must have value for all. The danger of planning too many special days for the whole school will be lessened if we make this one test of the program.

Again, a program prepared for commercial reasons is not the kind of program to use for the observance of our religious festivals. It is far better to have our boys and girls use the great Christmas hymns and Scripture responses and stories taught regularly in their department in the Christmas celebration, thus allowing them to give of their very own in service to others, than to have them spend time and effort in learning songs and jingles of a very low standard and without lasting value.

Many programs lack in definite purpose. They do not fitly celebrate because the music and exercises, and consequently the atmosphere is far beneath the dignity of the day. Such celebrations tend to undo good instruction and lessen the pupils' regard for the day.

Workers with children often make the mistake of emphasizing the spectacular. This may be because they have not conceived the real purpose of the celebration or it may be because they have lost sight of the purpose while aiming to please an audience of adults. When this mistake is made the children will be led to *show off*. There will be much thought given to dress. Pride, envy and self-consciousness will enter and the final result will be the nurturing of a spirit or attitudes the very opposite from those which it is the aim of the school to inculcate.

QUESTIONS

1. What significance does the observance of special days have for the Sunday school?

2. What should be the purpose of the Easter program for the Junior Department?

3. What should be the main purpose of the public Christmas program? What should be the purpose of the Christmas season's observance in the Junior Department? How should the two be related?

4. What would you consider a successful Children's Day celebration?

5. What plans would you consider best for conducting a Rally Day recruiting campaign?

6. How would you build the junior portion of the Promotion Day program?

7. What is the chief danger in Decision Day observance?

8. What activities would be most helpful for junior pupils to be made effective on Thanksgiving Day? When would you begin to plan for these activities?

9. What are some of the ideals that may be taught to juniors through the opportunities offered by national holidays?

10. What special feature would you add to your junior program on World's Temperance Sunday?

11. Have you ever witnessed a celebration of a special day in Sunday school that you felt did not celebrate? What were the weak points in the program?

Problems for Discussion

A. A Rally Day program that will fit all departments of the school for an hour's session.

B. A Christmas program, the main purpose of which is worship, including Scripture, prayer, praise, and giving.

CHAPTER X

EXTENSION ORGANIZATION AND THROUGH-THE-WEEK ACTIVITIES

"Self-expression is at once the motive and the method of all culture,"—Littlefield, *Handwork in the Sunday School.*

Whatever phases of the religious life we emphasize in our department program and in our class instruction it is very necessary that we remember that the universal method of learning is through physical and mental activity. Even as late as the junior grades learning should be closely associated with physical activity within a very short time after the truth to be learned is presented.

If the superintendent and teachers of the Junior Department are willing to study the "project method" of teaching until they have at least partially mastered it, they will have found the true way of teaching boys and girls. The Creation stories, the Patriarchal stories, the Conquest stories, the Kingdom stories, Saint Paul's Missionary Journeys, in fact, any portion of Bible material appropriate for juniors is suggestive of a project or enterprise, that may be worked out by a class or grade of juniors, each of which will give an opportunity of collecting, organizing and mastering knowledge relative to the Christian life for the junior and fur-

nish a field for physical and social activities as broad as the junior will need.

The immediate purpose of all our teaching is that the pupil may learn how to behave in every relationship and the immediate purpose of all directed activity is that the pupil may have practice in right behavior. The Project method provides for all this. It is the leader's duty, while directing activities, to help the boys and girls *feel* they are living a life, not practicing to live later on. That is —the act itself must be the proper act at that time and in that relationship that the pupil may have a reaction upon his feelings that he is behaving properly. It is through feeling and action that we must appeal to the junior pupil. He has not yet attained the place where he has a resourceful list of Christian standards nor a conscience trained by good reasoning as is true of the adult. His Christian standards must be formed in the field of action, and there must always be a feeling of satisfaction accompanying the action or its result in order that these acts may become standards or ideals. Fair play is more than an ideal; it is a way of doing something. But how can a boy or girl learn fair play in work unless in the program of work he plays fairly. The memory verses connected with our lessons of instruction are concrete expressions of the truth taught. Why? Is it not that the pupil may understand the truth clearly and apply it to his own life? Hitherto we have depended largely upon this method of teaching. We have been satisfied to

have them as *perfect as angels* or as *dignified as deacons* while under our thumbs, but beyond the one hour we have left them to flounder in the midst of life to find, peradventure, the true way to behave in every ordinary or perplexing situation that arose.

It will be a favored day in the Christian nurture of childhood when we shall not think of instruction apart from the accompanying activities that complete the learning process. We are glad that day is approaching and that we are already planning ways by which we may link up our church school instruction with through-the-week activities.

USING OUR COMMUNITY

The child that we have to train brings with him as his natural equipment certain tendencies and capacities which form the raw material of growth and education in religion just as in everything else. Chief among these is the tendency to change this natural equipment in the direction indicated by satisfactions that come from operating in a human environment. An environment that contains the culture of the race—the true elements of civilization—is best fitted for this field of action; for out of this raw material we are to help the children grow their ideas and ideals. This environment is represented in the homes, the schools, the churches, the industries and the civil law of our very own communities. Into proper relation with this environment must we bring our boys and girls with their natural equipment and their definite purposes, ideas

and ideals of action if we would have them develop Christian characters.

We have already decided upon the kind of information and ideas, habits and skills, desires, ideals, motives and attitudes we want our pupils to have. Our next step is to find the proper situation in the community toward which these children may react in order to develop habits, gain skill, create ideals, etc.

Mary Moore was ten years old. Most ten-year-olds run about all day long at play with their friends, at work for their mothers, or at school with their books; but Mary Moore sat in her wheel chair by her dingy window all day. She looked longingly at the others then she sighed. Oh! How she would have loved to talk with some one, but her mother was away all day; and how she would have loved to work out a puzzle or have learned to read in a book or do any one of the hundreds of things other ten year-olds did. One day you went out into your community, intent upon finding something for your class to do. You found Mary Moore. "She will do," you said, "she is just like my girls. She's not in a class by herself. She is a real girl, only she needs friends. I'll help my girls to be friends to her." You invited your girls to your home on Sunday afternoon because you did not have time at the morning session to unfold your whole plan, and before another week was over Mary Moore had friends, she had puzzles, she had a clean window, a bright red geranium and best of all some one was

teaching her to read. Before a month was over the tired mother found her home put in order once a week and many other little attentions that made life far brighter, and, as for Mary—there was a complete change in the look on her face and the smile on her lips and the joy in her heart. What about your own girls? They attained skill in doing some things they had never thought of doing before, they learned to appreciate the blessings of their own strong limbs, they felt what it was to have the love of people who had been befriended, they learned to work together, (for many of the things done for Mary's home were through cooperation), they learned something about systematic planning, and more than all, they were not content with doing only for Mary, they busied themselves finding others in the community for whom they might do friendly turns, and many came to know the girls of your class because they were living their lives instead of sitting passive in the presence of religious ideas and ideals.

Mary Moore does not live in every community, but her cousins do. There is no community so poor but what it can furnish situations sufficient for every Sunday-school department or class to have its field of action where true Christian living may be practiced in social cooperation.

EXTENSION ORGANIZATION

The Junior Department that has but one hour in weekly session may find great advantage in meet-

ing in a second session at some appropriate time during the week. At this second session the teachers will lead their pupils in a more extended study of Bible geography, drawing maps or making maps of paper pulp, plasticine, or equal parts of flour and salt, coloring them and mounting them for future use. Pupils will also be directed in making models of objects and buildings used in Bible times; in fact, they will be given needed instruction in Bible manners and customs and will be directed in handwork and other expressional activities related to the lessons taught at the Sunday session. Another object of the second session may be that of planning activities. Someone necessarily must find proper community situations. These situations may be carefully explained before all and the group to which the appeal is strongest may accept the situation, and begin in separate session to plan their efforts, or these plans may in part be made by the whole department helping. Frequently there will be emergency appeals to which the whole department will respond. In such cases the whole department will act upon plans submitted by committees of teachers or older pupils; some times this second session will be used as an hour in which to do a piece of work required in answering an appeal, just as an extra session of a class might be called to dress dolls, tear bandages, make scrapbooks, etc.

The extra session of the Junior Department may be organized and officered by the older pupils (when twelve-year-olds are included) for short terms with

the department officers and teachers in the background seemingly doing nothing but nevertheless keeping it an efficient agency in serving its purpose of training. During these short-term organization periods the pupils will receive training in simple parliamentary practice and in committee work. Claims and situations growing out of class plans or department workers' conference plans may be presented at these sessions, be thoroughly discussed and plans formed for carrying into effect the decisions of the group. These short-term organization sessions may at appropriate times take a short course in some phase of missions—reading the book, doing the construction work and giving the play and enjoying the social features. In the same way they may take short courses in health rules, good citizenship or devote the same time to practice in singing hymns studied and memorized.

Whatever the activities of this extension organization there is one rule that must govern its organization: it must be the Junior Department—not half of them, a few classes, those only who prefer to "join" —it must be the whole department at work in extra session, with credit for work done through it as a part of the regularly organized department. In other terms—it must be the Junior Department in an extra or a second session. If there are organizations already existing doing similar work, they may be correlated with the Junior Department of the Sunday school. In such organizations one must reckon with another department of church work,

another definite program and other leaders, hence it is often a very difficult matter to correlate efficiently enough to secure the desired results. However, such correlation may serve to bridge the chasm until all forces see the needs of the child rather than the needs of a department.

ACTIVITIES INTERESTING TO JUNIORS

Some activities can be done best by a class of girls of a certain grade, some by boys in the mass, others by boys in the gang, and some by the whole group including teachers and officers and parents cooperating. The leadership will be obliged to judge.

When selecting an activity it will be wise to have in mind both immediate and remote purposes. These purposes must grow out of the teaching the pupils are receiving and the activities must be launched immediately as a means of expression for these particular Christian ideas. The children need not know these purposes; but they *do need to know* enough about the individual, the family, the institution, the cause (there are instances where a cause may be made concrete enough), that there may be an appeal to their interests, and that a friendly fellow-feeling or a feeling of sympathy may be aroused; and while they are engaged in the activity or after its consumation they must have realized the truths taught Your method must be scientific and your attitude must be religious. You are choosing the best situation, from among a number about which you have

adequate information, to serve your purposes. In presenting the situation to the children we dare not allow the recipient of our deeds to be held in our minds as a "foreigner," "one of the poorer class," "one belonging to the slums," or "that queer man." We do not want our children to get the "class" idea nor to feel in any way whatsoever, while engaged in Christian service, that they are "doling out charity." That would destroy our purpose entirely. The children may be safe-guarded in this if we maintain the proper attitude of heart ourselves and if we plan for the most thorough acquaintance possible with those whom we wish to befriend.

In all our activities, whether activities of service, or of learning, or of recreation, they should be activities that require leadership, loyal cooperation, sympathy, forbearance, etc. It is the friendly, sympathetic social cooperation and the adult example of companionship that counts.

Many of the activities in the following list have been tried out by groups of junior boys and girls and others are merely suggestive:

1. Health chores (boys and girls of class or department agreeing to follow certain definite rules).
2. Helpful deeds in the home that boys and girls of junior age are especially fitted to do. (They are not doing these things together, but with and for those older and younger.)
3. Giving an entertainment at the church for parents or for a group of foreign children or for an orphanage.

4. Giving song festivals or socials for parents.

5. Giving parties for unfortunate children.

6. Giving a day's outing and a good time to a poor family.

7. Furnishing paper dolls or making surprise bags for hospital children.

8. Caring for fresh-air children for a week in the country. (This especially for rural children.)

9. Making puzzles, games, tops, etc., for boys in orphanages.

10. Making scrapbooks or simple garments for the day nursery.

11. Giving birthday parties to neglected old people.

12. Befriending crippled or shut-in children.

13. Taking turns in reading to old people.

14. Group singing at homes where there are shut-ins or neglected people and at Old Folks' Homes.

15. Providing Thanksgiving and Christmas baskets for needy families.

16. Cutting Christmas trees (where spruce or cedar grow uncultivated) for poor families and distributing them.

17. Paying the father the amount of money that his boy would earn in nine months that the boy may have the year in school.

18. Mounting postcards and making paper houses and furniture for hospital children.

19. Making stamp collections for shut-in boys from duplicate stamps of their own collections.

20. Carrying messages, church papers, magazines and flowers for the church.

21. Making equipment for Beginners' and Primary departments.

22. Singing in boys', girls' or junior choirs.

23. Contributing to causes supported by the church.

24. Raising flowers to be used by the church for the sick, shut-ins and hospitals.

25. Making May baskets for the Cradle Roll, beginners and primaries.

26. Making valentines for the sick and shut-ins of the church.

27. Paying for the placing of a drinking fountain outside the church.

28. Dressing dolls for mission orphanages.

29. Paying a scholarship in a mission school.

30. Making books of pictures and Bible verses for Sunday schools in foreign fields.

31. Collecting and shipping unused Sunday-school papers and lesson materials to mission Sunday schools of foreign countries using the English language.

32. Making and packing trimmings and presents for Christmas trees to be used at Christmas time in foreign mission schools.

33. Simple dramatization of Bible and missionary stories.

34. Short term classes in sewing, weaving or manual work.

35. Hikes to study birds, butterflies, flowers, trees, weeds, etc.

36. Visits to places of interest like the post office, fire department, electric plant, weather bureau, cotton mills, woolen mills, shoe factories, etc.

37. Class and department picnics and parties.

38. Relay races, volley ball, baseball, and camp fires.

QUESTIONS

1. How should expressional work be related to instruction? Why?

2. Where and how may you find the proper expressional work for junior pupils?

3. What is meant by junior extension organization and who should be included in the organization?

4. How may an extension organization be made to serve the department?

5. Name types of activities that will be appropriate for juniors.

6. What should determine the kind of activity selected for the juniors?

PROBLEM FOR DISCUSSION

How would you attempt to discover something for your pupils to do in connection with the Christmas instruction and how would you develop your plans?

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